UCEA PRESIDENTIAL ADDRESS 2021:

LEADERSHIP BEYOND ABLEISM:
TOWARD COLLECTIVE RESPONSIBILITY AND INTERDEPENDENCE

William (Bill) Black

University of South Florida

https://www.youtube.com/watch?v=5XgNsGj6VrM&t=2287s
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Welcome. Thank you for coming. I’m humbled by the opportunity to be with all of you today. These have been extraordinary times since we last were together in person in New Orleans. In the spirit of the adaptations many of us have made in our lives since we were last together, I’ve chosen to try an alternative format today, one I’ve never used before. For those here in person, you may notice that we are arranged in a new format. Circles reflect community and knowledge shared, whereas stages can reflect hierarchy and knowledge imparted to. I’ve designed a screen that you’ll see in a minute that reflects our lived experience over the last months. I use a representation of a Zoom platform as a starting and returning point for my address today. From this Zoom screen I will present six strands, starting with the story of arrival before turning to ableism, ableism and institutional ecologies, collective responsibility, interdependence, before finally returning to departure.

I’ve chosen this nontraditional format for several reasons.
1. As educators we know that format and content are interconnected.
2. I wanted to create a more relational space that begins to reflect belonging, interconnectedness, and community.
3. This is a different moment in time, loaded with anxieties, losses, separations, and desires for connections. These are themes I’ve heard throughout the week—in the hallway, conversations in the formal presentations.

In considering my address today, I sought to develop a format that itself reflects collective responsibility, interdependence, and leadership that is vulnerable and less hierarchical yet still acknowledges power and responsibility.

As I engage with you today, I also acknowledge my relational responsibility to each of you as well as the obligations to the communities I live within. Recognizing our interdependence is a starting point for this address in a time where politics of condemnation, discourses of individual freedom, and a hubris of othering spread throughout our multiple and networked interactions. I aspire imperfectly today to acknowledge our interdependent relationship as speaker and audience.

As an able-bodied, cisgendered, straight, White male socialized to value independence, one of the great gifts that I’ll speak to today that my older son Gaby has given me is an appreciation of dependence. Residing with dependence is an appreciation of collective responsibility and interdependence. This appreciation of collective responsibility is held in tension with ways I am continuously produced as able within Western and colonialist notions of individual meritocracy embedded in Whiteness. In addition, I hold an ethical commitment not to speak for my son Gaby, who is 17 and does not speak in words, yet I have an interdependent obligation to find ways to speak with him. And so this address represents is an attempt to do that as well.
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As we convene here today, I wish for you to consider ways ableism is central to the way we organize schools. My colleagues Josh Bornstein and Holland Manaseri (in press) write about how we organize school around ability in ways that intersect with race, class, gender, and sexual orientation. The dominant frame for disability positions ability differences in education as problems that need assessment, diagnosis, and repair. Most of our social systems, including education, are founded on these normative notions. Living within these powerful and often unexcavated normative frames, we prepare school leaders to efficiently organize schools around ability, and we have ableist manifestos to help us do this—they’re called standards. Consider who gets to define the standards, who benefits from the standards, and how standards that claim to create equal access rely on those who do not meet the standards to propel them up and forward. In a hierarchy, standards and the accompanying notions of professionalism can serve to reify notions of what is normal, and it is the deviations from the norm that then allow us to produce ability and disability. Kozlezki et al. (2020) remind us that leadership positions go to individuals who have accumulated sets of competencies defined within status that provide access to accumulate these status markers. Therefore, accumulated socially and politically situated knowledge and practices then permit entrance to communities of practice bounded by specific sets of professional standards and norms. Entrance confers able status.

Today I also ask us to interrogate and consider the ways we reside within academic institutional ecologies layered with deeply ableist assumptions. We are often constructed as individual stars. We are evaluated for our individual accomplishments and not for our collective responsibility. In this context, disability is often hidden and continually placed on the margins, as ability is celebrated in our rituals of annual review and tenure and promotion. To work within and against ableism in these institutional ecologies, I ask you to consider the ways we can center collective responsibility and interdependence in ways that recognize performance and contributions in ways that but do not produce and reify ableist practices that are so common in our academic institutions. So now let’s move to the first strand—arriving.

Arriving

In January of 2005, I started my journey as an assistant professor at Indiana University—Indianapolis. Jessica and I had moved from Austin, Texas with our son Gabriel, who had been born in September. By February, we had encountered issues feeding and found a pediatrician in town. As Jessica and Gaby finished the visit and walked through the open waiting room, the pediatrician said rather loudly, “I have a sneaking suspicion he’s not normal.” So we went and got genetics testing. A few months later remember I remember answering the phone in the kitchen of our rental house, while Jessica and Gaby had gone out looking at homes. Very quickly and kindly the developmental pediatrician notified me, “Your son has 18p-syndrome.” So think about this—the whole syndrome is listed by its genetic code. And then the doctor started using terms like “mental retardation, delayed learning, short stature.” Not only did he have 18p-syndrome, Gaby is technically diagnosed as 18p-isochromosome q, which means some of the short leg of the 18th chromosome had an extra-long leg. Geneticists had identified the syndrome for over 50 years, and Gaby was only the second one with this genetic variation on 18p-syndrome. The other one did not come to term. One of the ways we’ve talked about Gaby since that day is that he chose to come to us. He was born blue after 3 days of labor, but he came to us.

And so as I sat there that day in March of 2005, I called Jessica and asked her to come back. As I was waiting there, I turned on the radio, and I heard this song. At the very beginning of the version of the song I heard that day, you can hear “This one is for Gabby,” a reference to a musical influence of Gabby Pahinui (Chenen, 2010). I remember leaning against the cabinets crying. As I look at the video of “Somewhere Over the Rainbow,” you may also see community, color, and laughter through collective loss and longing.

[Plays video of “Somewhere Over the Rainbow,” as performed by Israel “IZ” Kamakawo’ole, https://www.youtube.com/watch?v=V1bFr2SWP1I, followed by the version sung by Judy Garland in “The Wizard of Oz.”]

The 1939 original version has been voted as the greatest song of the 20th century in America (Shapiro, 2017). As opposed to the first video, in this version there is nobody there other than Judy Garland. It’s gray, it’s dark, and there’s no laughter. It’s situated in individualism and the contributions and the legacy of individuals. And within our own family, what
is interesting is that my younger son David is fond of saying that the song is from the same time as his grandmother Ita, my mother—an eight-generational White person. Yet as the same time we live with Jessica’s parents who immigrated from Ecuador in a multigenerational household. In our own lives at home, we see resonances at this intersection of the different cultures.

So let me introduce you. That’s my son.

So one of the things that strikes me if you look at what’s up there, there’s a little arrow next to what is deficient. He’s got a deficiency of the 18th chromosome. And this is a representation that has a long history when we think about the use of measurement and education. It’s tied back to the beginning of eugenics and the ways in which we create measurements to stratify, to classify, to create margins around people.

So this leads me into helping us to think about the different conceptions of disability and ableism. The dominant conceptions of disability are located in what some scholars term a medical model, which tends to focus on what is fixed and what is deficient. While recognizing the benefits of the medical model—science is exactly what we need right now during a pandemic—might we differentially conceptualize, interpret, and implement practices and research around bodies labeled as disabled (Cavendish et al., 2020)? The medical model usually conceptualizes disability as a fixed category. It is something that’s unchangeable, and nothing represents that more than the DNA I presented earlier. Disability studies does not reject the notion that people differ from one another, but rather, to name a disability is to make a social judgment, not a neutral or value-free observation. And those differences are rarely if ever as fixed and obvious as generally assumed. The categories that we use every day in schools are neither natural, given, or neutral. Disability studies emphasizes social barriers and challenges and rejects the biomedical model of a body at fault (Artiles, 2017; Erevelles, 2011).

Norma Erevelles (2011) writes that disability is always dynamic and constructed in relationship to others. Disability is embedded in a long colonial history in which differences are demarcated in hierarchies. Artiles (2017) talks about reinvisioning research on disability, which too often contributed to constructing “disability as the molding of incompetence with ephemeral, tainted categories.” Disability can be reframed as an asset and a different way of being in the world. For example, Hollie Mackey (2018) writes about disability as nonhierarchical and as framed in meaningful relationships in Indigenous communities.

Before we continue, I want to talk a little bit about how we use language around disability. The history of using disability labels to mark disability as inferior and students with disabilities negatively in comparison to general education students created the need to reframe language. Conceptualizing disability as a deficit led many to argue for person-first language, right? A “child with autism.” Since disability is taught as a deficit, there had been few opportunities to see disability as anything but a negative. But instead many now in the disability community have begun actually valuing disability; it’s an inseparable aspect of identity and culture. As such, many begin with a disability-centered or disability-first identity.

Let’s go to our next strand. We’ve arrived.

Ableism

I’ll start with this picture of the brick wall. When I was a kid in New Orleans I remember walking by this red brick wall, and it was this institution where the “non-normal” were. This is the worst place you want to go for Halloween; this is a scary place.
That moment of walking by the wall is necessarily embedded in the history of Western civilization and Western culture. I tie it back even to Foucault’s (1964) work on madness, and the drive construct institutions that create differences. His analysis of institutional differentiation of the sane and the productive marks the beginning of Western modernity. So, these institutions to segregate people are fundamental to how power flowed throughout colonial powers. What is able is central to modernity. And I think of that when I remember back to walking by that wall.

How many people here know Arthur Miller, the playwright? Willie Loman was this empathetic character in Death of a Salesman. People talked about Arthur Miller as one of these great playwrights who presented empathy for other people, and he was very courageous and progressive during the Red Scare—testifying in front of Congress against the silencing of artists. But did you know when he died, his own son was not listed in the obituary? Daniel Miller, born the same year I was, was not listed in his obituary. At 2 days of age, he was put in an institution. Arthur Miller saw him two or three times in his life (Andres, 2007). So here are the ways in which ableism circulates. At that time, the medical advice was separate, separate, it is better for you, it is better for the child. So in his father’s own obituary, we witness a literal erasure of a life coming out of the circulation of ableism and what is valuable.

Willowbrook. Anybody heard of Willowbrook? In talking about the history of disability, we had this entire time in the United States, disabled people stayed at home and didn’t go to school, or they were institutionalized. By the 1960s and 1970s, a movement to de-institutionalize people and move them out of institutional settings had gained traction. Geraldo Rivera (1972) appeared in a documentary that highlighted the poor conditions at Willowbrook. And so the closing of Willowbrook has come to symbolize a turning point for disability rights and efforts to integrate people back into their communities. Let’s not forget that institutions like Willowbrook were supported by a science of eugenics that defined who’s mentally deficient and who cannot and should not be in our community. We created these institutions.

By the 1960s and 1970s as de-institutionalization gained traction, public schools became sites for reintegration into communities through parallel and segregated educational systems, including cooperatives that were often built around joint agreements between school districts to start to address the educational needs of disabled children. These segregated educational systems shortly after Brown v. Board of Education (1954) let to segregated special education systems that became a means to keep Black bodies away from White bodies in the South. So from the very beginning of the creation of segregated special education, there was disproportional representation (Osgood, 2008).

Slowly we start to witness the emergence of more individualized supports and community-based models. The Education for All Handicapped Children Act (1975) was pivotal legislation that created much of what we see today: free appropriate public education (FAPE), least restrictive environment, and the Individualized Education Program (IEP). The Americans With Disabilities Act of 1990 and the amendments to IDEA in 2004 provided funding streams, demarcation of rights, needs, services, and remedies. But special education in this architectural arrangement still retained efficiency by defining borders and margins. The educational system then grew up with dual bureaucracies that we still see today (Osgood, 2008; Sage & Burrello, 1994).

Let’s define ableism for a minute. We have three sets of definitions.

Ableism is a network of beliefs, processes, and practices that produces a particular kind of self and body (the corporal standard) that is projected as the perfect species-typical and therefore essential and fully human. Disability then is cast as a diminished state of being human. (Campbell, 2001, p. 44)

Ableism is everyone’s business, not just because of some ideological imperative but because we as living creatures, human and animal, are affected by the spectre and spectrum of the “abled” body. Therefore, it is critical that ableism stops being thought of as just a disability issue. Ableism, the process of becoming “abled,” imparts on daily routines, interactions, speculations, and, significantly, imagination. While all people are affected by ableism, we are all not all impacted by ableist practices in the same way. Due to their positioning, some individuals actually benefit; they become entitled by virtue of academic ableism. (Campbell, 2020, p. 203)

Ableism travels within educational communities that focus on repair, remediation, and exclusion. (Kozlezki et al., 2020, p. 492)

A powerful notion as we go forward is the intersectionality of ableism with other identity markers and DisCrit theory. Hehir (2005) noted that we live in an ableist culture that is often invisible. DisCrit theory in particular is very much interested in the notions of intersectional identities. Ableism is always intersecting with racism, with sexism, and these systems produce those intersections (Nario-Redmond, 2020). If you think about the medical model, the social constructivist model of disability, if you take the social constructionist model and then think of critical race theory coming together—I’m oversimplifying, of course—it gives us DisCrit theory. This calls upon us in many ways to think about the ways that we marginalize in intersecting ways. Mia Mingus (2021), a disability rights advocate, talks about in many ways disability is the most intersectional of subject identities. So as we look going forward, who is able to be disabled?

Ableism and Institutional Ecologies

When we move forward with our research, when we move forward with that leadership preparation, much of our work understanding the macro historical processes is located within institutional arrangements. We are embedded in these ecologies in which we live. And those ecologies, in special education, have variation in how services are delivered. For example, what is inclusion? It varies tremendously. It varies tremendously from state to state, from district to district, from school to school.
So let’s start with the image on the top left. A school started in 1971. Do you think that’s a historical artifact? “The School for Trainable Mentally Handicapped children.” That’s where my son goes to school. So why is that the case? What options do I have? The neighborhood school is utterly unprepared to take him. This school, La Voy, has a great principal who’s our doctoral student, who’s an advocate, who’s trying to change what’s there. But when you go to the school, you can’t help but ask why is it that this sign exists—50 years after the very first legislation, which was actually the Rehabilitation Act (1973), that started to get federal funding for students in public schools. Why does this still exist? Ableist norms.

Can you think of other identity markers where this kind of sign would exist? These are ableist norms that are circular and unquestioned. The principal and I have had conversations at the back gate of the school about the sign. She said, The staff asked me two questions when I came. “How did you screw up?” Because maybe you were put here because you screwed up. Or, “where do you think you’re going next?” because this is a stepping stone to another place.

Think about choices we’ve got in my family. We’ve got over 55 charter schools in the district where I live. How many might accept my son? One. One. We’ve applied to three, and none of them accepted him, but we’ve got “choice,” right? We’ve got choice.

And then in the same district, in this institutional ecology in which we live, there is a community called Gibsonton, right next to Tampa, which was established by carnival workers. Ringling Brothers had come down, this was the winter home of what was termed at the time “freak shows.” You go there, they have a statue of the tallest man in the world. Students that used to go to school there self-identified as carnies. You know what the discourse has been for years that I’ve heard from my students? If you screw up, the district will send you to Gibsonton. And that had never been con-

tested until very recently. So why is it that these things aren’t even contested? Ableism.

I use the passport image because I felt as a parent from the very beginning what I do with the school system is like coming up to the border. We’re always having to say why we want him to enter. I’m asking for a visa into what we call “regular” education. And I felt that time and time again. Even when we first got there in Tampa and he was 3, there was a script already set. Anyone with this significant disability, there’s another script set.

So how are these margins maintained? We have tests. Tests are instruments for categorization, instruments for creating hierarchies. So, tests can be very good, right? We need assessments. But from looking at it from an ableist lens and in my own experiences, what the hell are you going to tell me with the test? In some ways, my kid at 1% actually is interdependent and helps your kid who’s a 99% that you’re putting on Facebook. So when I see the 99% I say, come and thank me, because my kid’s the 1%, and we’re all interdependent in this way. So we use these tests as ways of arranging hierarchies as to who is most able. It’s very subtle, but it maintains these normative ways of framing who is most valuable.

Questionnaires. This is a common ritual for us as parents of a disabled child. We’ve had to do questionnaires for years, and it becomes this ritual that reminds us painfully of deficit every time we fill out a questionnaire. It’s definitely about our son’s deficits. Questionnaires assume progress. And every time we fill one out, we continuously reconstruct disability in our minds, and we do it because the systems require the standardized questionnaire. And that’s the institutional ecology in which we live.

We use these assessments to create categories. Right now, under IDEA, these are the categories that are used and recognized (National Center for Education Statistics, 2021). As many colleagues, some in this room, have talked about, what happens is the biggest part of the pie chart
are made up of very subjective categories. If we’ve got the circulation of normative hierarchies in our schools, that seeps into decision-making. So from IDEA you’re looking at these notions of three components of disproportionality: special education identification, placement disparities, and discipline disparities. Time and time again, we see the same patterns play out. Students of color, Black males in particular, tend to be horribly overrepresented (DeMatthews, 2020).

From an ableist perspective, as I sit here, one of the things I read when people say it’s really terrible, it’s not appropriate for a student to be in special education classrooms, it’s not appropriate for that student, I think, who the hell is it appropriate for? If it’s not appropriate for that student, are these spaces really spaces we want any of our kids in? So ableism says this is a re-creation of these particular ways; it isn’t just a delivery of services, it’s a re-creation of these hierarchies (Goodley, 2020).

Second, as Annamma et al. (2018) said, disproportionality itself is bounded by Whiteness. What’s the standard of comparison? It’s actually Whiteness, but we often don’t see that because it’s disproportionate to what? So ableism for me is a lens to begin to deconstruct those notions.

Let’s move to higher ed. The wheelchair.

Preparing for this talk, one of the things that was really interesting to me is that in our university there’s still a room over in the P.E. building with wheelchairs, gogles for blindness, instruments to put on your ears. Why? So we can do simulations, so that students are able to experience this. But think about who does simulations on what? Why are we doing simulations on this? My own colleague coming in seeing the students simulating on wheelchairs, playing, throwing things, when her own brother is in a wheelchair. The wheelchairs became play toys. Yet they are essential to the identity of people. In our own higher ed institutions, some people did not see that this was problematic and invested in tools to simulate. What is it about ableism in higher ed that we did not see this as problematic?

And so if we think about ableism in higher ed, Brown (2020) talks about it as follows:

A regime of productivity benchmarks, effectiveness, and excellence geared towards tangible outcomes and outputs in order to support a prestige economy (Blackmore, 2016) of a university is a standard, normative, fully able and abled being. In brief, ableism in academia is endemic. (p. 3)

Academics with chronic illness, disabilities, or neurodiversity are practically unseen and starkly underrepresented in comparison to students with disabilities or disabled people in the general public. (p. 5)

One of the things that struck me this week, as I went around and heard conversations about who are we in relationship with, I heard these stories of, oh, I’m in relationship with my child, I’m in a relationship with an elderly person with a disability. But it’s always marked in a private space, but it’s really central to who we are as people. Yet the “Academy” creates incentives to keep that hidden as we move forward, because we have great respect for perfectionism, productivity, and excellence. I think right now we’re in a particularly good time to reexamine that, coming out of this pandemic that putting in front of many of us our conflicting obligations.

Even UCEA itself. Graduate student Juliana Velasco Capel and myself looked at 10 years of the UCEA Review and the UCEA website did (Velasco & Black, 2018). We looked at over 140 links for how the words “inclusion,” “special education,” and “disability” were used. As you know, UCEA has dramatically committed over the last 15 years to issues of equity. But you start to look at those terms, and most of the time it was actually in citations; it was in bios. “Inclusion” was used as an umbrella term. “Disability” was only mentioned eight times. And it tended to also sometimes resonate with compliance orientation. So I say this is an arena for work for us to continue to do as a community.

“Florida man.” For those from the United States, this is a sort of a running joke, this notion of this rather uber individualistic person who does things like, “Oh, I’ll get drunk and bring an alligator into a convenience store.” But in those conceptions that are part of our general public, there’s an uber individualism. All of these people are presented in individualized fashions. So another way I’ve seen this this was an email from our school district earlier this year, an edict from the State of Florida. In this they have language saying any student who has been exposed to COVID, if they don’t have symptoms, it’s the parents right to decide whether to send them back to school. So as we think of these choice policies, it’s not around collective responsibility, but it’s in the parents’ right to do that or quarantine. But I will say towards collective responsibility and part of what we do in our allyship, how much I respect our school board that literally defied the governor, defied the state and said, “This isn’t right, we will have a mask mandate, and I don’t care if you come and take away my salary, we’re going to do this.” So part of our agenda as we go forward is to continue to research and support allies who think about how we live together collectively.

As we think of collective responsibility, I want to turn to some different ways that we can think about how to move forward collectively.

Towards Collective Responsibility

Interrogate and Untangle Ableism and its Multiple Intersections Within Academia

Let’s look at our own home for those that are academics almost first. What are our incentive systems? What are unspoken hierarchies across and within institutions? How do we think of service? How do we think of community engagement? Those are usually collective actions that are usually situated lower in our hierarchy of how we get promoted. If I do external reviews, I have to craft a pretty robust defense of individuals who are committed to community engagement. But if we are collectively responsible to the communities we’re engaged in, we need to find different ways to value that. I will point to my colleagues at IUPUI [Indiana University-Purdue University Indianapolis], who have included new promotion guidelines that include impact on social justice and impact on communities. As we move forward, we need to consider these other ways of valuing our work. How do we value work of program coordinators? It’s interesting, when I look at tenure and promotion, those who do program
coordination tend to be engaged with that in ways that don’t make them as “productive” as other scholars. But we need to do that work because we’re in relationship to each other. So let’s relook at our systems.

**Live Within Systems That Maintain Ableism Through the Use of Measurement and Academic Analytics**

When you think about our academic analytics right now, they can be used to reconstruct existing hierarchies. The provosts and presidents are incredibly interested in knowing how our institution compares to others. That in itself easily becomes an ablest act. We reconstruct hierarchies as we go forward. This is not antimeasurement, but let’s ask questions about it, knowing that’s embedded in normative institutional ecologies. Even within UCEA, as we move forward with our self-study, what are the hierarchies that we have within UCEA? There are normed ablest hierarchies here; there are certain institutions that we think of as higher than other institutions. And UCEA now has 111 institutions with diverse intersecting impacts. Let’s look at impact in different ways our work has impact other than just research productivity. How are your graduates impacting practice? How are they changing the institutional ecologies in which they work? We’ve got a lot of work to do to consider these other ways of measuring.

**Capacity and Access Questions**

Consider our collective responsibility to consider the great breadth, depth, diversity, and intersectionality in our communities. What are the ways to center assets and meaning making, reintegrate appreciative inquiry in organizing? Start with assets, right, rather than start with deficits in our organizing. Focus on human capacity and these multiple forms of diversity. Seek to excavate part of our own works, the ways we construct the margins. We’re continually constructing margins rather than bringing people close.

How do we support institutional arrangements that provide access and opportunity and train our leaders as your current president has written about, Dr. DeMatthews (2020), to use, engage the tenets of DisCrit, to recognize multiple student identities, teach about structural inequities, build solidarity, and channel resistance to all marginalizing conditions in society. This can be done in a more holistic fashion.

So here’s one example of how we might do it. In my own university, we’ve had a project in which students identified with intellectual disabilities go to college. That in of itself deconstructs the norms of ableism. They’re worthy of going to college.

Our universities are set up to exclude. That’s called “rigor,” right? They’re set up to exclude in many ways. So when we think about these particular programs, be very attentive to the complexities of implementing. In our program, a few years ago, they’re aspiring to become, we’re known as the fastest growing research university in the country—often based on standard measures of research productivity. So when we look at metrics very closely, just like school leaders look at metrics very closely to consider who’s a bubble kid, who isn’t, we determine who is worthy of more resources based on metrics. At one point, our university was discussing cutting out the program for students with intellectual disabilities. Why? Because young adults enroll in non-degree-seeking classes; therefore, the metrics of time to degree and graduation are hurt. Therefore, they’re not as worthy. So that’s why I go back to our metrics and being very attentive to the normative hierarchies in which our metrics are interpreted.

**Interdependence**

Part of this is the call to really consider our interdependence. We live in these sort of ecological systems.

**The IEP**

The IEP is a really interesting space to both research and consider in our training. It was originally proposed in 1975 as a much more democratic space than what it’s become. I use it sometimes as an example of micro politics and conflict. Go think about IEP. It’s often driven by compliance. It often has a script that already comes in it. There are check boxes, so the script’s already there. Yet its original intent was more democratic.

I think we need to recapture that space as a community space that recognizes interdependence. It’s a community of practice that can extend outside of school (Black & Montalvo, 2017). Who comes to that IEP meeting? This is an opportunity within institutional structure. I’m an institutionalist—I still believe in institutional structure. Institutions matter. I see that a lot right now when people are throwing stuff at institutions left and right. The CDC, “they don’t know what they’re doing,” right; of course they know what they’re doing. Institutions matter. So let’s reimagine the IEP as a caregiving community. And how do we think of it as creating long-term care through the relationships that come out of IEP? We have gotten to the point that those relationships begin in adversarial ways. It does not have to be that way. We can train people. We can study.
We can have case studies where the IEP becomes a much more generative space. The IEP is a living document. And to do that, let’s recognize this detritus of compliance that’s within it. Let’s recognize the normative framing of deficits and the ableism in there. When you use standards, when and how do we use them? When we have an IEP meeting, we don’t even want to check that. We’re going to sit down and advocate. “Let’s write a narrative, and we’re not leaving until we as a community have a narrative that represents our son. I don’t care about this check mark, and I will refuse an IQ test. That does nothing but recreate these hierarchies.”

Think about how this notion of failure to achieve standards or benchmarks, which is what you do in IEP, is located within individuals and not in the system. The normative text, the rhetoric within IEP settings is often “preloaded” to locate the problem in the individual rather than the systems that set up competitive sorting mechanisms that then produce these bifurcations and hierarchical bifurcations. Let’s recapture the IEP.

Let’s turn to Interdependence. It’s not codependence—it’s a very different concept. One of the things I said earlier, your 99% kid is interdependent on my 1% kid. One of the things I try to reframe: With people like Gaby, we’re the slow learners. It takes me a long time to come to understand what he wants.

Our job in these spaces is to connect, not to immediately place people in a social geographies. So to turn to the notion of the ontological other and us, we start excavating this notion of who we are and who’s within us. Our construction of the other is in us. Interrogate ourselves, our families, our institution. Kozleski and colleagues (2020) talk about if this involves a critical consciousness to surface and unpack institutional subjectivity, what are the stories we implicitly tell about people? How are they positioned? “A dialogical practice among individuals and groups who might hold conflicting imaginations toward their positionalities, language used, and ways in which reality is depicted” (Kozleski et al., 2020, p. 492). We need to work on ourselves to work on others in our institutions.

**Inquiry**

A couple of ideas for how we do inquiry. Within schools, Tom Skrtic (1995) and Sage and Burrello (1994) talked about adhocacies and how we should think about adhocacies. If we have these calcified dual systems, can we create different, much more fluid groupings at different times so that we can nurture good tries over and over again? How do we create in the context for good tries over and over again? No one solution is going to last that long, and so we need to sustain this inquiry on individual basis rather than standardized paths (Meissner, 2013). In doing this, we need to really think about expanding the way learning happens. We have a particular opportunity at this time, as with the pandemic people have come to see and experience many other learning spaces.

**Expand Learning Time**

What is time? We sort of say you have to come to this particular space at this time. Why? So let’s expand learning time. Expand learning place. If somebody learns better in a different place during the pandemic—I think you know for me, walking in this little sliver of a park every day with my son was a learning time for him. Work against these calcified identified notions in which failure is located in the individual versus educational systems. And this is an intersecting notion that we see with lots of other scholarship around equity issues.

**Circular Interconnection**

The image I’ve chosen here is a color wheel where everything connects back to each other. It’s interconnected, and it’s not hierarchical. Think about conceptually how we think about ways we uncover patterns in this institutional ecology in which things are related. Think about our policy, going back to what I said about how differentiated practices, particularly around disability. Think about policy as praxis. How is policy being implemented in different contexts and spaces? Seek in the research to demonstrate interdependence, to move beyond the one individual. Research and demonstrate impact of what we as a field in the communities in which we reside. Consider abilities and meaning making in this local institutional ecology.

**Departing**

So as we are departing, I hope that we remain committed to developing the steady state and stability required for UCEA to be an important institution while creating these liminal spaces to become more accountable and self-reflective as to how we produce ableism. And in this spirit, I profer the following questions to consider how might we be collectively responsible for generating and regenerating interdependent and nonableist communities within institutional ecologies such as UCEA:

- How do we reshape an organization in a way that embraces diverse interests while maintaining viability and legitimacy in a system still bound by existing commitments? This can be the very strategic ways in which we help train others; it’s still bound by these other commitments.
- How can good support for each other emerge, be refined and renewed? This is a perfect time. I’ve seen this happen in this conference. People create good support for each other this week. As we depart, think about doing that work of good support.
- How do we allow each other the grace to make mistakes?


https://hanahou.com/13.3/song-of-a-rainbow-warrior

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Jerome Graham, PhD, is an Assistant Professor of K-12 Educational Administration at Michigan State University. His research interests focus broadly on the interaction of race and class in educational policy and practice. Specifically, Jerome uses mixed-methods research designs to evaluate the effects of education reforms that target minoritized students and the mechanisms that drive such reforms. His current research background emphasizes how schools can provide constructive school climates for students, which facilitate the process by which they develop cognitive and socioemotional skills to improve their short- and long-term outcomes.

https://education.msu.edu/people/Graham-Jerome/

UCEA thanks Chris Torres, PhD, (below) for his service as UCEA HQ Associate Director at Michigan State University. He will be leaving UCEA for a position at the University of Michigan as an associate professor of Educational Policy and Leadership in the Department of Educational Studies.

**New UCEA HQ Associate Director:**

**Jerome Graham**

UCEA Convention 2022

Call for UCEA Convention Virtual Posters

see p. 30

www.ucea.org
Dear UCEA Community,

The UCEA Review is back! After an extended hiatus, I am happy that we are back in time for some summer reading. Over the next few months we will be working on a new Review (you will have noticed the new “look”) for our Convention in Seattle.

This past year has challenged us in new ways with the relaxing of COVID protocols in the face of new variants. The past few months in particular have given us little chance to find our footing. COVID deaths in the U.S. passed the 1 million mark in May, followed by the attack in Buffalo and then the massacre in Uvalde. These events, and many others, take a toll on all of us. See our new page with School and Racial Violence Resources. Our colleagues and the communities most affected by these forms of racialized violence feel the echoes in their everyday lives. It is important that we actively stand with and for each other, and give each other opportunities to heal, strengthen, and find moments of peace.

I hope that this Review will help a little in that way. The 2021 Presidential Speech given by Bill Black is powerful, compelling, and inspiring. Even after you read it, I encourage you to watch the video. In that spirit, we launched the new UCEA President Spring Lecture Series. David DeMatthews invited a talented panel to talk about Academic Freedom and Critical Scholarship: Voices of Scholar Leaders (click to view). If you need some hope in the face of attempts to undermine academic freedom, I encourage you to watch that, too.

We all came together in Columbus for the 2021 Convention after a long 2 years apart. Many were able to share their latest work, reengage with each other as scholars and friends, and enjoy each other’s company. In many ways we relearned the value of our community gathering, in person and virtually. This has set the stage beautifully for this year’s Convention in Seattle.

In this volume you will also learn about how graduate students are continuing to shape the field. The Clark Scholars and the Jackson Scholars continue to push at the boundaries of research on educational leadership, even as they engage with their mentors to strengthen their skills. The RDP in collaboration with AERA’s School Improvement SIG continues to grow as well. Lastly, we are proud to introduce the graduate students who received the UCEA Center Summer Fellowship and a little of their work.

You will also see the research being done by the UCEA Centers. Our Centers continue to help us make sense of what is happening in all aspects of educational leadership. The newest center, the UCEA Center for Urban School Leadership at Georgia State, is the recipient of the 2022 Center Mini Grant.

We are well settled into our Headquarters in Erickson Hall. We are looking forward to welcoming the Dean of the College of Education, Dr. Jerlando Jackson. In addition, Dr. Jerome Graham, assistant professor of K-12 Educational Administration, has joined our team as the new UCEA Associate Director.

Each season, as we know, brings challenges and opportunities, sorrow and joy, ugliness and beauty. Even as we all work to erase the bad, I hope that we can all take pleasure in the good.

Have a wonderful summer and adelante UCEA!

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We have compiled information and resources for faculty, principals, teachers, and parents. See http://www.ucea.org/resource/school-racial-violence-resources/

- Uvalde
- Anti-Asian violence
- Mental health resources
- K-12 school leadership resources for school violence
- K-12 teaching and learning on days after a tragedy or trauma
- Buffalo
- Parent resources
- Action

Many people contributed to this list, but a special thanks to Kaitlin Popielarz (University of Texas at San Antonio) for compiling many of these resources. If you have other resources to add, please contact ucea@msu.edu and put “Webpage Resources” in the subject line.
May 25, 2022

Dear Friends and Colleagues,

It is another heavy day in our country. When it seems that our hearts can’t take anymore, something shows us that they can.

Over the past 2 weeks we have seen the attacks on the Black community in Buffalo, the Asian community in southern California, and yesterday on a predominantly Latinx school in Texas. Today also marks 2 years since the murder of George Floyd.

It is on days such as this in particular that we must come together and reflect on what we can do—as individuals and a community. Days like this, test the definitions and limits of our community, in fact. What kind of community are we? What kind of community are we becoming?

At UCEA, we believe we are more than a constellation of faculty, graduate students, and practitioners scattered across our member institutions. We believe we are more than individuals who come together once a year. If we are not, then we need to be more for each other.

When members of our community are in distress, find themselves under attack—whether from targeted acts or from larger systems of violence—or seek to speak their truth, we must be there. Unflinching in our support, in witnessing others’ pain, in the recognition of our own ignorance, and in the demonstrations of our love.

Each of us must act in ways small and large, private and public, in our classrooms, communities, and homes. We must be unafraid to use our carefully honed skills and resources in the service of racial and social justice, healing, and peace. That includes our words, our teaching, our writing, our networks and relationships, our roles and positions, and our preparation programs. We must hold tight the knowledge that our work with our students and school/district partners makes a difference in countless and powerful ways. We must enter these spaces with coraje (anger and courage) tempered with humildad (humility) and corazón (heart), and the compromiso (commitment) to end racial, gender, and ableist violence in all its forms.

In the coming days, we will share teaching resources and information for making donations and ways to get involved in the aftermath of violence in Buffalo, southern California, and Uvalde. We will continue to examine our own processes, practices, vision, and values in order to be a better organization. Until then, know that we are here for and with you, every day.

Sinceramente,

Mónica Byrne-Jiménez
Executive Director
2021 UCEA Awards

UCEA’s annual awards were presented at the 35th annual convention November 2021 in Columbus, Ohio.

Exemplary Educational Leadership Preparation Program (EELPP) Award:
University of North Carolina at Greensboro

To celebrate exemplary programs and encourage their development, UCEA has established an award for Exemplary Educational Leadership Preparation. This award complements UCEA’s core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools. The 2021 EELPP Award recipient is the Principal Preparation for Excellence and Equity in Rural Schools (PPEERS) program at the University of North Carolina at Greensboro. https://soe.uncg.edu/ppeers/

Roald F. Campbell Lifetime Achievement Award:
Michael Dantley

The Roald F. Campbell Lifetime Achievement Award was instituted by UCEA in 1992 for the purpose of recognizing senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. The award celebrates the remarkable pioneering life of Roald F. Campbell, whose distinguished career spanned many years and exemplified these characteristics. The 2021 recipient of the Roald F. Campbell Lifetime Achievement Award is Michael Dantley (Miami University).

UCEA Master Professor Award:
Mark Anthony Gooden

The Master Professor Award is given to an individual faculty member whose record demonstrates excellence in at least four of the following five areas: teaching, mentoring and advising, academic leadership, supporting diverse students and colleagues, and professional service. The 2021 UCEA Master Professor recipient is Mark Anthony Gooden (Teachers College, Columbia University).

Jay D. Scribner Mentoring Award:
Mariela A. Rodriguez

The Jay D. Scribner Mentoring Award honors educational leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important roles mentors play in supporting and advising junior faculty. Jay D. Scribner’s prolific career spans over four decades, and he has mentored a host of doctoral students into the profession while advising and supporting countless junior professors. The 2021 recipient is Mariela A. Rodríguez (University of Texas at San Antonio).

Jack A. Culbertson Award:
Erin Anderson

The Jack A. Culbertson Award was established in 1982 in honor of UCEA’s first full-time executive director, who retired in 1981 after serving 22 years in the position. The award is presented annually to an outstanding junior professor of educational administration in recognition of contributions to the field. The 2021 Jack A. Culbertson award recipient is Erin Anderson (University of Denver).

Hanne Mawhinney Distinguished Service Award:
Khuala Murtadha

On occasion, UCEA’s leadership has found it appropriate to honor UCEA faculty for their outstanding service to the organization and the field. In 2015, the award was renamed in honor of Hanne Mawhinney, who embodied the idea of distinguished service and went above and beyond the call of duty in service to UCEA. The 2021 recipient is Khuala Murtadha (Indiana University–Purdue University Indianapolis).
NEW: UCEA Social and Racial Justice Award:
Linda Tillman

The UCEA Social and Racial Justice Award was established in 2021 to recognize an educational leadership faculty member (current or retired) who demonstrates outstanding leadership in furthering the values of UCEA to foster diversity, equity, and social justice in PK-20 educational organizations. The inaugural recipient is Linda Tillman, University of North Carolina at Chapel Hill.

Paula Silver Case Award:
Josué López & Erica Fernández

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, former UCEA associate director and president-elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. The 2021 recipients are Josué López (University of Pittsburgh) and Erica Fernández (Miami University) for their article, “‘You Never Know When You Will See Him Again’: Understanding the Intersectional Dimensions of Immigration, Indigeneity, and Language for Unaccompanied Indigenous Minors,” JCEL, 23(1), 5–20. https://doi.org/10.1177/1555458919828415

JRLE Best Article Award:
Rachel Garver & Tanya Maloney

Criteria for the Journal of Research in Leadership Education (JRLE) Best Article Award include contribution to knowledge in the field regarding leadership preparation (significance), overall quality of the article, and impact or “reach.” The 2021 recipients of the JRLE Best Article Award are Rachel Garver and Tanya Maloney (Montclair State University), for their article, “Redefining Supervision: A Joint Inquiry Into Preparing School-Based Leaders to Supervise for Equity,” JRLE, 15(4), 330–355. https://doi.org/10.1177/1942775119838301

William J. Davis Award:
Madeline Mavrogordato & Rachel Sue White

The William J. Davis Award is given annually to the authors of the most outstanding article published in Educational Administration Quarterly (EAQ) during the preceding volume year. The Davis Award was established in 1979 with contributions in honor of the late William J. Davis, former associate director of UCEA and assistant professor at the University of Wisconsin–Madison. The 2021 recipients are Madeline Mavrogordato (Michigan State University) and Rachel Sue White (Old Dominion University) for “‘Leveraging Policy Implementation for Social Justice: How School Leaders Shape Educational Opportunity When Implementing Policy for English Learners,” EAQ, 56(1), 3–45. https://doi.org/10.1177/0013161X18821364

Looking Ahead: Future Nominations

It’s not too early to think about honorees for the next year’s convention. The 2022 UCEA awards will be selected by the end of summer. Additionally, each April UCEA announces the recipient of the William J. Davis Award. The Davis Award is given annually to the authors of the most outstanding article published in Educational Administration Quarterly during the preceding volume year. Please refer to future announcements in UCEA Review, in UCEA Connections, and on the website.
UCEA welcomes new associate member, California State University, Stanislaus. The Doctor of Education (EdD) in Educational Leadership offers specializations in P-12 Leadership and Community College Leadership, integrating pedagogy with administrative and instructional leadership to improve the quality of public education in diverse environments. The 3-year cohort-based program builds on a strong tradition in graduate and professional education at Stanislaus. Admission to the program is based on evidence of and potential for academic and professional achievement.

The specialization in P-12 is designed as a professional degree in which a carefully selected cohort of educational leaders develop advanced research and leadership skills to address specific problems that have local, regional and national implications for teaching and learning; education reform; and professional development, with a special emphasis on the Central Valley of California context. Program graduates, working directly in public schools and districts, are expected to serve as transformational leaders, taking their organizations to high levels of student achievement and creating organizations focused on diversity and acceptance of productive change.

In the specialization in community college leadership, university faculty and practitioner experts collaborate to create a vibrant learning community that draws upon issues and challenges facing community colleges with special emphasis on the California Central Valley context. The program prepares community college leaders who are committed to improving teaching and learning in core academic areas and the overall success of adult learners, providing them with the skills, knowledge, and attitudes essential to transform community colleges so that all students are learning at high levels. Doctoral candidates will tackle real-world problems through their dissertation research and serve their colleges at the same time by informing and improving practice.

The mission of the California State University, Stanislaus EdD program in Educational Leadership is to prepare visionary leaders and faculty who serve all students, families, and community members within the Central Valley and Sierra Foothills by

- Leading complex educational organizations ethically and effectively, utilizing comprehensive leadership skills to create coherent systems that are socially responsive;
- Engaging in collaborative inquiry, using equity frameworks to research and understand problems of practice that perpetuate structural inequities;
- Transforming educational organizations through creative, informed, inclusive, and multidisciplinary solutions that promote community empowerment and revitalization;
- Practicing critical self-reflection that contributes to the refinement of an equity-minded leadership philosophy that advocates for social justice; and
- Developing awareness of psychological well-being and self-care practices in professional and personal roles.

Each specialization in the Doctoral Program in Educational Leadership Program accommodates working professionals’ schedules and has a cohort structure with a curriculum that balances research, theory, and practice—including field experiences. For more information, contact Dr. Debra Bukko, director of the Doctoral Program in Educational Leadership: (209) 664-6543 or dbukko@csustan.edu

https://www.csustan.edu/edd
Congratulations to the UCEA Center Summer Fellowship Winners

The UCEA Graduate Student Fellowship aims to provide research, mentoring, and career development opportunities for an outstanding graduate student who is enrolled in a UCEA member educational leadership program and intends to enter the professoriate.

Dave Osworth is a PhD student in the Educational Leadership and Policy Department at the University of South Carolina. His current research focuses on racial disparity, exclusionary practices, and school takeover policies. Dave will be joining the Center for Educational Leadership and Social Justice as a UCEA Graduate Fellow. Dave will work with the center on current projects focused on the role of leadership in the retention of teachers in induction and centering antiracist education within the School of Education at Duquesne University. Dave is excited to support work that makes the connection between educational leadership practices and the promotion of social justice.

Mx. Klaudia Neufeld is a Year 3 doc student in the Educational Leadership and Policy Studies program within Morgridge College at the University of Denver. Her focus area of research is elevating trans youth voice in inclusion/liberation within secondary public schools. She has been granted a fellowship at the Center for the Study of Leadership and Law, where she will work alongside Dr. Kevin P. Brady and a handful of educational law scholars to produce emerging research around intersectional trans youth within secondary schools. The team will collaborate to produce research that will elevate trans youth voice, offer a counternarrative to the deficit focus on these youth, and celebrate their intersectionalities and resilience as they navigate school systems. Klaudia hopes to learn how to leverage her privilege, identify gaps in research that our team can begin to fill, and learn how to fit into higher ed and academia in a professorial role.

Leslie Ekpe is a PhD candidate in the Higher Educational Leadership program at Texas Christian University. Her research seeks to promote access for marginalized communities in education with a specific focus on antiracism, college access policies, racial politics, and social justice. As a 2022 UCEA Graduate Student Fellow, Leslie will work at the UCEA Center for Leadership and Social Justice, under the supervision of Dr. Liliana Castrellón. Here, she will engage in research that seeks to develop strategies to recruit and support undocumented students in the academy while identifying the impact test-optional policies play in the enrollment of these individuals.

Sahar Khawaja is a PhD student in the Educational Leadership and Policy Studies department at the University of Denver. Her research interest lies in finding ways to improve the educational experience for minority students, especially Muslim students. She is honored to have the opportunity to work with Dr. Liliana Castrellón at the UCEA Center for Leadership and Social Justice through this fellowship. They will research teacher preparation programs with the center and gain insights into what components are needed to make a course socially just and equitable. Sahar will be a guest speaker for one of Dr. Castrellón’s summer courses, which aligns with her interest in teaching, social justice, and her research goals.

Consortium for the Study of Leadership and Ethics in Education (CSLEE)

The Consortium for the Study of Leadership and Ethics in Education (CSLEE) is a UCEA center devoted to the support, promotion, and dissemination of theory and research on values and leadership. Our mission is to advance the understanding, appreciation, and practice of moral leadership in schooling. The CSLEE hosts two refereed academic journals, the *Journal of Authentic Leadership in Education* and *Values and Ethics in Educational Administration*. In addition, CSLEE typically hosts the Values and Leadership Conference hosted in conjunction with the UCEA Convention. We annually recognizes emerging and established scholars through the Willower Award of Excellence, the CSLEE Authentic Leadership Award, and the Paul T. Begley Award that recognizes outstanding graduate student work.

Prior to the COVID-19 pandemic, center leadership engaged in meaningful discussion about new directions for values and leadership research and practice to intentionally address these constructs from a more inclusive lens. As we move forward, we are looking forward to increasing opportunities for collaboration among scholars whose work serves to advance our understanding of values and leadership in a contemporary context. To learn more about the CSLEE, please visit our website, csleecenter.org.
Center for Innovative Rural Collaborative Leadership Education (CIRCLE)

CIRCLE is the newest UCEA center, directed by Dr. Kristina Hesbol and housed at the University of Denver. In this UCEA center, rural educational leaders will have access to exemplary models of leadership that improve teaching and learning in urban schools, uniquely adapted to meet the context-specific needs of rural and remote school and district educational leaders. CIRCLE will serve as a national clearinghouse for rural practice–research partnerships, focused specifically on improving the preparation and practice of educational leaders in rural contexts, thereby improving equitable learning opportunities for rural students across the country.

To provide value to other rural educational leaders, CIRCLE has the following plans:

- Create a space in which rural educational leaders and their research partners can learn from each other, accessing the Rural Innovative School Leadership Networked Improvement Community, and the evolving open source suite of data tools derived from S-CAP work.
- Identify shared focus areas, related to inclusive and equitable rural educational leadership (e.g., leadership that engages diverse communities), in which practitioners and researchers can engage in collaborative research projects (including EdD dissertations in practice).
- Capture, refine, and disseminate evidence collection and analysis tools, technical assistance and research, and collaborative support.
- Study whether and how those translate for use in racially, culturally and linguistically diverse rural communities of practice.
- Develop publications, presentations, policy briefs, and other products for multiple practitioner and academic audiences that disseminate new learning related to CIRCLE findings.

Center for Educational Leadership and Social Justice (CELSJ)

In the 2020-2021 academic year, the UCEA CELSJ at Duquesne University has had several exciting ventures. The CELSJ has a new director—Liliana E. Castrellón, assistant professor in the Department of Educational Foundations and Leadership at Duquesne. There are several key faculty affiliates in the School of Education, including Drs. Rachel Ayieko, Shondricka Burrell, Gretchen Given Generett, and Amy Olson. To learn more about the faculty, please view our updated website: https://duq.edu/academics/schools/education/research-and-impact/celsj. Together these scholars work on several social justice-oriented projects with educational leaders as well as preservice and in-service teachers.

The CELSJ has aligned with the Institute for Citizens and Scholars (formerly Woodrow Wilson Teaching Fellowship) housed at Duquesne University to support the fellows in their induction year as well as those currently in their preservice teaching residencies. The Institute for Citizens and Scholars fellowship focuses on preparing STEM teachers to serve in urban school districts, like Pittsburgh Public School District. All fellows are placed in schools that serve predominantly low-income students of Color in the Pittsburgh district. The CELSJ conducts monthly meetings to provide space for the fellows to come together, engage in a support system, and simultaneously learn about antiracist teaching practices. This is particularly critical in the pandemic era, when many early career teachers are in need of extra guidance and support.

The CELSJ would also like to congratulate Drs. Gretchen Givens Generett and Amy Olson, who recently published the book *The American Dream for Students of Color: Myths and Barriers to Educational Success*. The book stems from Community Learning Exchanges that have been conducted through the CELSJ with community members, school teachers, and students. The book interrogates the American Dream as a merit narrative enacted in schools that supports the status quo as opposed to critically analyzing systemic barriers to success for students of Color and students from a poverty context. However, this work does not end with the book. This summer the CELSJ plans to re-initiate community learning exchanges with local schools, students, and preservice teachers.


Center for the Study of Academic Leadership

Founded in 1988, the goal of the Center for the Study of Academic Leadership is to work synergistically with UCEA to provide general support related to academic leadership issues and, in particular, those germane to colleges of education and the field of educational leadership. Collaboratively led by Dr. Sharon D. Kruse (Washington State University) and Dr. Walter Gmelch (University of San Francisco), the center has forged an agenda that addresses leadership preparation needs to serve UCEA, its member institutions, and associated faculty and academic leaders. Over the past 30 years, the center directors have written extensively on leadership development and conducted professional development seminars for universi-
ties, colleges, deans, and chairs throughout the United States and internationally. The topics have included life cycle and development of deans and department chairs; chair’s role in managing work–life integration; chair’s role in recruiting and retaining a diverse faculty; campus (college and department) mergers, acquisitions, and consolidations; effective time and stress management; managing change and conflict; and strategic leadership and decision-making.

In keeping with this ambitious agenda, more recently the center has turned to the study of department chair work, exploring the question, “When academic leaders are faced with conflicting and/or challenging demands, what knowledge and skill helps them cope?” The qualitative study has produced two recent publications by Sharon Kruse: “Department Chair Leadership: Exploring the Role’s Demands and Tensions,” published in Educational Management, Administration, & Leadership, and “Addressing Conflict Nondefensively” in The Department Chair. Both suggest that chairs balance numerous tensions as a result of their roles and that prior disciplinary knowledge plays a key role in how they approach their work.


UCEA Joint Center for Research on the Superintendency

Directors: Meredith Mountford, Florida Atlantic University, & Leigh Ellen Wallace, University of Wisconsin-Milwaukee

The purpose of the UCEA Program Center for the Study of the Superintendency and District Governance is to investigate issues associated with school governance structures, processes, and systems associated with, but not limited to, the superintendency, public and private school boards, charter school boards, and higher education boards of trustees as related to state and federal policy legislation. Our primary purposes are to expand the knowledge base in these and other related areas; improve professional preparation and practice; and explore pivotal governance structures, processes, and systems with special regard for their impact on student learning. The center seeks broad-based participation in creating a community of scholars composed of practitioners and agency representatives from all sectors, including business and public (e.g., superintendent and their administrative teams, school boards members, and state and federal policy makers) in order to define and conduct activities, pursue the development of networks in the field, support and conduct programs of promising research, and disseminate findings with the primary objective of supporting and improving school governance across complex layers of stakeholders. Recently, the center has worked in collaboration with Information Age Publishing (IAP) on a three-volume series entitled Research on the Superintendency. The first volume of the series was published in 2019, The Contemporary Superintendent: (R)Evolutionary Leadership in an Era of Reform. The second volume, Reclaiming Local Control Through Superintendents, School Boards, and Community Activism, is in press.

UCEA Center for Urban School Leadership (USL)

https://education.gsu.edu/eps/epsrchoutreach/center-for-urban-school-leadership/

“When you look at a city,” remarked the famous American architect Hugh Newell Jacobsen, “it’s like reading the hopes, aspirations and pride of everyone who built it.” What better place in urban settings to lay the groundwork for realizing aspirations than in the schools? And it is there, in urban schools and districts, that Noguera’s “guardians of equity” leverage opportunities and meet challenges for the sake of each child’s future.

After its first year at Georgia State University, USL has worked to establish a solid foundation for future work in four areas:

1. **Leadership.** Three USL directors have worked to establish a team context and activate a balanced Advisory Board.

2. **Presence.** A symposium called Partnering to Prepare Equity-Centered Educational Leaders and Pipelines was presented at the recent UCEA Convention. A social media foundation has been developed:
   - Website and YouTube channel: https://www.urbanschoolleadership.org/
   - Twitter: https://twitter.com/Urb_Sch_Ldrshp
   - Instagram: https://www.instagram.com/urbanschoolleadership/

3. **Projects.** USL has been involved with two different school districts in Wallace Foundation projects related to equity-centered leadership pipelines

4. **Partnerships.** USL has established partnerships with the Alonzo A. Crim Center for Urban Educational Excellence and the Principals Center at Georgia State University, Gwinnett County Schools, Atlanta Public Schools, and Fulton County Schools.

Do you want to participate in USL leadership? Do you want to contribute resources through the center’s social media or at future events? Do you want to connect around a related project? Or do you (and your organization) want to partner with USL? If so, please contact us at urbanschoolleadership@gmail.com.
UCEA Center for the International Study of School Leadership

The UCEA Center for the International Study of School Leadership welcomes our new codirector, Dr. Elson Szeto, from the Education University of Hong Kong to replace Dr. Melanie Brooks, whom we thank for her contributions over the years. Dr. Szeto brings a long history of involvements to the international school leadership field, and he looks forward to helping expand the center’s relationships in Asia.

Despite the challenges of interacting internationally during the COVID-19 pandemic, the center has continued to thrive, hosting two Zoom International for Practitioners and Scholars (ZIPS) sessions over the past year. The first, presented by Professor Stephan Huber, took place in March 2021 and focused on the World School Leadership Study (WSLS): Research and Monitoring of School Leaders’ Profession. The second was held in June 2021 and focused on well-being in a time of COVID-19. It featured practitioners from throughout the world to share their experiences of leading in a time of crisis. Both sessions were well attended by practitioners and university faculty members from four continents, offering an opportunity to network globally.

We look forward to the year and revisiting our areas of focus including culturally responsive leadership, Indigenous leadership, and leadership for linguistically diverse schools to better align with the current international school contexts of leadership for crisis and equity focused leadership. We will continue our relationship with the International School Leadership Development Network (ISLDN) by highlighting the special issue journal of ISEA celebrating 10 years of the project at UCEA 2022 in Seattle.

UCEA Program Center for the Study of Leadership and the Law

The UCEA Program Center for the Study of Leadership and the Law has been focused on advancing discussion and scholarship as to the role of law in addressing issues of educational equity and equality. This summer, for example, a new online journal will be launched, the *Journal of Disability Law and Policy in Education*. The primary purpose of this peer-reviewed online journal is to advance special education legal literacy and increase the voices of those individuals directly impacted by the legal process involving students with disabilities. The journal’s website is being hosted directly by practitioners and university faculty members from four continents, offering an opportunity to network globally.

We look forward to the year and revisiting our areas of focus including culturally responsive leadership, Indigenous leadership, and leadership for linguistically diverse schools to better align with the current international school contexts of leadership for crisis and equity focused leadership. We will continue our relationship with the International School Leadership Development Network (ISLDN) by highlighting the special issue journal of ISEA celebrating 10 years of the project at UCEA 2022 in Seattle.

UCEA National Center for the Evaluation of Educational Leadership Preparation and Practice (NCEELPP): Evidence Informed Program Improvement Opportunity

The UCEA NCEELPP embraces UCEA’s commitment to excellence in leadership preparation, research, and continuous improvement. NCEELPP is supported by scholars from the Initiative for Systemic Program Improvement through Research in Educational (INSPIRE) Leadership Collaborative, which provides leadership development and evaluation resources to preparation programs, states, districts, and schools. The INSPIRE Leadership Collaborative offers validated surveys, including the INSPIRE Graduate Survey (INSPIRE-G), INSPIRE Program Survey (INSPIRE-PP), and INSPIRE Leader in Practice Survey (INSPIRE-LP). The INSPIRE Surveys are aligned with national and state educational leadership standards and offer evidence about the quality, effectiveness, and improvement of leadership preparation and practice. INSPIRE Surveys continue to be used to evaluate the impact of leadership preparation programs on the experiences of graduate students. Recent research using multiple years of data collected through INSPIRE-G and INSPIRE-PP surveys has shown significant positive relationships between program attributes and graduates’ perceptions of program quality, leadership learning, and career intention of becoming a school leader (see, for example, Anderson, et al., 2017; Ni et al., 2022; Xia et al., 2019).

Beginning in Fall 2022, all institutions of higher education that provide leadership preparation programs will be invited to participate in the validated INSPIRE Graduate Survey. For more information about the NCEELPP, the work of INSPIRE Leadership Collaborative, or to participate, please visit https://uepc.utah.edu/our-work/inspire-leadership/

Recent INSPIRE publications and presentations:


The Researcher Development Program (RDP) is an initiative aimed at providing graduate students with research-focused mentorship and networking opportunities with faculty members outside their institution. This initiative is brought to you by the UCEA Graduate Student Council (GSC) and AERA Leadership for School Improvement Special Interest Group (LSI SIG).

researcherdevelopmentprogram@gmail.com

https://tinyurl.com/RDPinfo

The UCEA Center for Urban School Leadership (USL) was grateful to receive the UCEA Mini Grant for 2022 to explore how urban school and district leaders and leader preparation programs can explore and implement more equitable behavior and discipline practices. The project will begin with a period of extensive research in (a) current behavior and discipline policy implementation in urban settings, (b) emerging practices that are being investigated and implemented, and (c) how urban school leaders can adjust their current policies and practices to be more humane and equitable. The team will then synthesize this information to create important guidance documents for leaders and educators to support them as they implement more equitable and humane discipline policies and practices for students in urban schools.

The research will also be used to create content for leadership preparation programs to implement in their leadership development programs. Finally, the PIs will work toward creating a policy brief for policymakers to consider for meaningful educational policy change. In recommending changes to local, state, and national policies related to student disciplinary practices, the team will be not only working toward a shared vision of educational equity for students in urban school districts but also engaging the community in the fight for true change in this realm.

An additional tool that will emerge from this project will be a professionally produced podcast series that captures conversations with experts and urban educators related to issues of behavior and discipline policy and practice. This tool will allow USL to capture and reflect the community’s voice in the product of this project, and this podcast will be the perfect opportunity to ensure that these voices are heard by a wide audience and help inform policy change in urban schools.

The final stage of the project will include a mapping of further and ongoing study and research in urban school behavior and discipline policies and practices. This will connect the work done in the Equitable Behavior and Discipline Policies and Practices for Urban School Leaders and Leader Preparation Programs project to work that is still left to do to help make this vision a reality. This will aid in creating a sustainable course of research regarding the aspects of needed discipline policy change that are outside of the scope of this project.

https://education.gsu.edu/eps/epsresearchoutreach/center-for-urban-school-leadership/
As part of UCEA’s ongoing effort to recognize and bring attention to exemplary leadership preparation programs, we present an interview with Dr. Hewitt, program director of the 2021 UCEA Excellence in Educational Leadership Preparation Program (EELPP) Award winner. The Principal Preparation for Excellence and Equity in Rural Schools (PPEERS) program from the University of North Carolina at Greensboro exemplifies the planning and relationships necessary to create a responsive and equity-driven program. Read below about the PPEERS program goals, design, and impact.

1. Can you tell us about your personal background in the field and how your experiences have influenced your program?

   I became a principal in Norwood City Schools in Ohio when I was still completing my principal training at Miami University. I had not served as an assistant principal before becoming a principal. One of my professors had encouraged me to bypass serving as an assistant principal; she contended that being an assistant principal doesn’t really prepare you for the principalship because the nature of the work tends to be different. While the assistant principalship tends to be focused on the “three Bs—books, butts, and buses,” the principalship is more about strategic leadership, instructional leadership, and cultural leadership.

   While those things might have been true—and may still be true in some places today—I stumbled and faltered through my first year of serving as a principal because the learning curve was so high, and the needs of my building were so significant. I was an elementary principal in a Title I school of about 300 students, 68% of whom were eligible for free or reduced-price lunch. The building itself was over 100 years old and falling down, and there was no other administrator in the building. Additionally, the principals in the district—and most of the administrators at central office—at that time were new to the district and/or to their role. As such, there was really no capacity for mentoring. I struggled to set high expectations, to provide professional learning around culturally sustaining and responsive pedagogy, and to manage the building effectively. That was an incredibly rough year, and I came away wishing that I had been better prepared for the role and feeling that the students, teachers, and school community had been mis-served by my cluelessness.

   Despite my incredibly rough start to school administration, I ended up becoming a district administrator for that district and then moving to the role of director of curriculum, instruction, and assessment for Oakwood City Schools in Ohio. I really blossomed in that role. I loved providing instructional leadership and supporting school leaders and teachers throughout the district.

   When I got the opportunity to codesign PPEERS with colleagues at the University of North Carolina at Greensboro and our district partners, I wanted to collaboratively build a program that would prepare equity-driven leaders who are ready to take on the challenges of school leadership, instead of facing the very significant and steep learning curve that I did. My first school district was an Urban Appalachian District where most of the population we served were the descendants of people who had moved from the Appalachian Mountains into the Ohio River Valley for economic opportunity in the early part of the 20th century. This was a culture that was very unfamiliar to me, and it taught me how important it is to be a culturally responsive and sustaining leader. Those are some of my drivers that I brought to the process of codesigning the PPEERS program with our district partners.

2. How has your program been developed over the years?

   We—university faculty and district partners—originally codesigned PPEERS starting in spring of 2016. Since then, we have been in the iterative process of design–implementation–study–redesign, utilizing a design-based implementation research approach. Over the years, we have refined and deepened our focus on equity and social justice such that it is a theme in every single one of our courses that is manifest in readings, learning activities, and field-based assignments. We are blessed to be able to provide a yearlong, full-time internship. Over time, we have refined our process for selecting, preparing, and supporting mentor principals who are not only excellent principals but also strong mentors, for the former does not ensure the latter. Being a strong principal is a necessary, but in itself insufficient, quality for being a great mentor principal. Mentor principals also have to be strong mentors who provide elbow learning and think alouds; engage in reflective practice with interns; provide specific, timely, and actionable feedback; provide meaningful, authentic leadership experiences to interns; and socialize interns into the role, including helping them build their professional
network. We’ve also worked hard to ensure that our cohorts reflect the rich diversity of the student populations in their districts, as opposed to the often-limited diversity of the certificated educator populations in partner districts from which we recruit.

3. What are the main elements of your program?

The key element is the iterative codesign of the program with partner districts. That’s where the magic happens. Another key element of the program is the yearlong, full-time internship in the 2nd year of the 2-year program. This is the centripetal force of the program, around which other elements are connected. In the first semester of the program, for example, students conduct an equity audit of their current school. Through this project, they learn data literacy skills, develop their equity lens, and other skills that they will apply during the yearlong equity change leadership project they will conduct in their internship school. In the second semester of the program, students conduct field work as part of their courses to learn about their internship site, including learning about the community served by the school, learning about stakeholders within the school, and learning about the culture of the school by using data available about the school, visiting the school multiple times, and asset-mapping the community.

We are blessed to have external funding that makes a full-time yearlong internship possible. Because we serve economically distressed rural districts, we would not be able to provide the yearlong, full-time internship with external support.

Another element of the program is leadership coaching. The semester before the internship begins, interns are assigned a leadership coach, someone who is external to their district and has extensive experience as an excellent principal. After various experiences with their leadership coaches to help develop relational trust prior to the internship, interns meet with their leadership coaches at their internship site twice monthly. Leadership coaches are nonevaluative, confidential, critical friends who help interns develop and enact their individualized leadership growth plans, critically reflect, conduct and debrief walk-throughs, and problem-solve.

We also offer enrichment opportunities, including a study tour to two high-needs, high-performing rural schools. The study tour includes sessions with school leaders; numerous classroom visits; and conversations with parents, teachers, and students. The study tour gives us an opportunity to get out of our local environment and build by borrowing (to use a phrase from Paul Bambrick-Santoyo) from exemplary rural schools.

We also have a leadership team for PPEERS at the university that includes three dedicated faculty and a dedicated full-time program manager who helps to make all of the aforementioned possible.

PPEERS faculty (from left to right): Dr. Mark Rumley, assistant director; Ms. Onna Jordan, program manager; Dr. Kim Kappler Hewitt, director; Dr. Carl Lashley, senior faculty
4. What are the goals of your program?

The mission of our program, since the very beginning, has been to recruit, prepare, train, and place the best and brightest educators as school leaders for high-needs rural schools. Another goal has been to build cohorts that reflect the rich diversity of the student populations of our partner districts. Our conceptual framework (see Figure 1) includes in the inner ring the eight standards for school leaders in North Carolina and, in the outer ring, the eight characteristics of school leaders that we intentionally cultivate through the PPEERS program. At the heart of PPEERS is a deep commitment to developing equity-driven leaders who will serve as change agents in their schools and districts.

5. What are the key relationships (internal or external) that make your program successful?

PPEERS is built and maintained through relationships. One of the things that I love about working with rural districts is the way in which relationships are centered. Key to the success of PPEERS are the relationships that we have with district partners—superintendents, senior-level cabinet members who serve as District Point Persons for the program, mentor principals, and other district leaders—to invest their expertise in the program in myriad ways.

Also, there are the relationships among cohort members themselves. The cohort serves as a professional learning network that endures far beyond the completion of the program. Faculty relationships with students are also key. As director of the program, I and Dr. Mark Rumley, assistant director, serve as clinical internship supervisors for half the cohort each and—because we have internship hours each semester of the program—are with students from the very beginning to the very end of the program, allowing us to build strong relationships with each future principal.

Important, too, are relationships that I have with directors of similar innovative leadership preparation programs. This informal professional network has been crucial to my development and also in terms of ideas we are able to bring into our program from other programs. Among my professional network are Bonnie Fusarelli of North Carolina State University, Jess Weiler and Heidi Von Dohlen of Western Carolina University, and Barbara Zwakyk of High Point University. Also, Ann O’Doherty of Washington University has been very generous in sharing their work.

Leadership is about relationships, and that is true of leadership preparation as well. We are blessed in PPEERS to have thriving relationships within and beyond the program.

https://soe.uncg.edu/ppeers/
UCEA welcomes the Educational Leadership Department at California State Polytechnic University, Pomona, California. Cal Poly Pomona, one of two polytechnic universities in California, is a member of the 23-campus California State University system. The university's student population is 26,000 with 1,200 faculty in 51 baccalaureate programs, 30 master’s degree programs, 11 credential and certificate programs, and the doctoral program in Educational Leadership. The university is proud of the designation as a Hispanic-Serving Institution and has a strong commitment to supporting scholarship, research, and student achievement. The Educational Leadership Department at Cal Poly Pomona develops educators’ expertise as champions for equity and excellence in the highly diverse region of Southern California, 30 miles from Los Angeles. The department is committed to the pursuit of excellence, equity, and justice in education.

In addition to offering the Educational Leadership doctoral degree, the Department of Educational Leadership offers the preliminary Administrative Services Credential program. The Administrative Services Credential program is a cohort-based, three-semester program designed to prepare teachers for roles as educational leaders in K-12 schools. The program is designed to meet the standards of excellence identified by the field of educational leadership and offers opportunities for students to participate in two or three off-campus settings for the classes each year. The Master of Education degree with the option of Educational Leadership can be acquired from the Department of Education after the completion of the Administrative Services Credential program with the addition of four additional courses that address research skills and the culminating project or master’s thesis.

The Educational Leadership Doctoral Program includes 60 semester units for degree completion, which includes completion of a dissertation. The program of study is offered in an every-other-weekend, cohort format over 3 years of continuous enrollment. All college programs and the university are accredited by the Western Association of Schools and Colleges. The Administrative Services Credential program is also accredited by the California Commission on Teacher Credentialing. The Department of Educational Leadership maintains a commitment for advancement of educational leadership preparation, scholarship, and practice as per UCEA’s standard of excellence and is honored to be accepted as a Full Member of UCEA. The vision of the Educational Leadership Department is to be recognized as a premier program that prepares transformative, equity-minded leaders who advance a more socially just future across educational systems.
UCEA Convention 2022
“Working For/With Equity and Leadership Toward Sustainability”

General Information
The 36th annual UCEA Convention will be held November 17–20, 2022 at the Hyatt Regency Seattle in Seattle, Washington. The purpose of this convention is to engage in discussions about research, policy, practice, and preparation with relevance for equity and leadership toward sustainability. The 2022 Convention Program Committee members are Carol A. Mullen (Virginia Tech), Liliana E. Castrellón (Duquesne University), Detra D. Johnson (University of Houston), Dana Nickson (University of Washington), and UCEA Events Manager Karl Gildner.

As a context for our Convention, Seattle provides a unique setting for examining human rights and microcosms of both survivance and damage to become collectively accountable for (re)solutions, advocacy, restoration, repair, and solidarity, in addition to quality education for all. There are 29 federally recognized tribes throughout Washington (Washington Office of Superintendent of Public Instruction, n.d.), and Duwamish lands make up metropolitan Seattle (Duwamish Tribe, 2018). The state of Washington, a leader in sustainability, advances equity in support of thriving, generative, and just communities. Remedying harm to Indigenous communities is a significant project (City of Seattle, 2021), yet there is still great need to actualize and support decolonizing efforts toward land restitution and reparations owed to Indigenous peoples and communities (LANDBACK, 2021; Tuck & Yang, 2012). Seattle offers a salient context for examining connections among educational leadership, equity, sustainability, and justice.

Convention Logo: About the Artist and the Image
This year’s logo was designed by Salt Lake City based, but Seattle-bred, artist Charles Strom, Jr. Charles Strom, Jr. (Quinault) is a graphic artist and pop culture enthusiast. Charles draws from his love of comic books, fantasy novels, and superheroes to play with various forms and figures that blur reality with the fantastic, and the past with the present. Charles’s work can be found online at https://charlesstromjr.myportfolio.com/.

In this logo, Charles centers the power of the totem pole—created by First Nations of the Pacific Northwest—to assert the importance of Native visibility and leadership. By overlaying the totem pole with an outline of Seattle’s well-known Space Needle, Charles fuses past and present inviting viewers to recognize that Native cultures and power are always still here. This work also celebrates
Coast Salish lands through lush imagery of forest trees, Mt. Rainier, and cherry blossoms—a signal of spring and rebirth. Additionally, orca whales, which populate the Puget Sound, represent the importance of family and community sustainability. This design clearly links with the Convention theme Working For/With Equity and Leadership Toward Sustainability by putting Indigenous communities, visibility, and leadership in the foreground, while recognizing the strength and connection of local Native leadership and wisdom.

**UCEA Convention Theme**

The UCEA convention theme, Working For/With Equity and Leadership Toward Sustainability, provides an opportunity to share ideas about equity, justice, and action toward sustainability. Sustainability, equated with longevity, has been conceptualized in educational leadership as “efforts over time” and “throughout the educational environment,” with recognition of influences, forces, and changing conditions on sustaining models, initiatives, and reforms (Hargreaves & Goodson, 2006, p. 4).

There are many ways to think about equity, leadership, and sustainability related to the future of public education. Working for equity may suggest advocacy of social and racial justice like using equity-focused leadership as a lever to improve the experiences and outcomes of particular populations or pursuing sustainable commitments/goals/agendas with or on behalf of diverse communities. Working with equity may involve incorporating aspects of equity and sustainability in research, practice, pedagogy, preparation, or policy. Equity encompasses a just distribution of resources, cultural recognition and valuing people, as well as sustainability. Dispositions like “equity and cultural responsiveness” are expected of leaders, per the Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015, p. 17).

Effective leaders too often leave their positions after a short tenure, and their efforts can be quickly negated by a change in leadership and direction. Therefore, it is essential to create sustainable cultures that foster transformative change around diversity, equity, and inclusion (DEI) and justice. Sustainability—an opportunity for imparting lasting change through our work—is a unique lens for exploring authentic, ongoing equity work in leadership. “To have relevance” sustainability and the ecological condition “must center DEI issues” (LeVasseur, 2021, p. 5). The ecological condition refers to environments’ influence on teaching, learning, and leading (Brink et al., 2021). Beyond appeals for DEI, genuine equity requires transformation in organizational practices, norms, and culture for furthering a vision of justice. We acknowledge that, too often, calls for DEI have lacked substantive action to retain and nurture diverse leaders.

After more than 2 years of fighting the COVID-19 pandemic, working for/with equity by intervening and collaborating provides common ground and an approach for examining what the leadership community does, for what purpose, and to what end. How we as researchers and leaders might join and partner in this work is also of great interest given that communities are often already engaged in equity initiatives. Equity interventions, applications, and collaborations may include how the context, scale, leadership work, stakeholder involvement, and sustainability can be considered; how equity-focused outcomes can be achieved; and how the impact of interventions or participatory and collaborative approaches can be measured and progress monitored. Qualitative and quantitative investigations of equity phenomena and sustainability may use different types of data to examine and engage with possibilities.

We seek a variety of empowering perspectives on working for/with equity for this gathering. If, as posited, we are living in a time when nationalism and isolationism have overtaken globalization and cosmopolitanism (Silva, 2014), contemplative proposals that advance sustainability, community rebuilding, political commitments, racial justice, humanitarian intervention, and healing on behalf of global citizens have appeal. Looking to a more equitable world, in the words of bell hooks (2001), “Rarely, if ever, are any of us healed in isolation. Healing is an act of communion” (p. 215). Related aspirations are to bring Indigenous and international ideas and perspectives to light in educational leadership and to improve students’ educational experiences and outcomes, regardless of their identities and backgrounds. As such, we called for papers situated in relation to truth, justice, reconciliation, and internationalism, with a stake in our collective capacity to reduce inequities. Attention is also on the quality of educational experience and improvement, and the state of the leadership profession. Proposals may illuminate equity challenges, breakthroughs, and resolutions in research, policy, practice, and preparation.

**Educational equity**—a high strategic priority for educational institutions—is defined as a “focus on the fairness of opportunities and outcomes [in] an unequal playing field” and driver of change in closing disparities (Galloway & Ishimaru, 2015, p. 374). In a socially just world, not only would resource “distribution” be “equitable and ecologically sustainable,” but also humans would be “safe and secure, recognized, and treated with respect” and, importantly, “self-determining” and “interdependent” (Bell, 2016, p. 3). Equity intervention can cultivate “conditions for learning” and leading through which leaders act “intentionally” (Rigby & Tredway, 2015, p. 6), such as to remedy inequities.
We acknowledge that equity, while widely adopted in advocacy work and codified in educational leadership standards, has lost its original intent. Like social justice, equity has become a buzzword. Equity’s meaning for radical change in education has been diluted (Dantley & Green, 2015) owing in part to its confusion with equality and reliance on resource and opportunity distribution at the expense of systemic and structural disruption. Even though school administrators may recognize that they need to include equity in policies and treat everyone justly, individual action is infrequently powerful enough to change dominant cultures. Likewise, neoliberal educational policies and practices justify educational inequity; as such, efforts toward equity are ruptured, often reifying systemic and structural inequity. Educational equity is thwarted at so many turns, even with legal frameworks and interventions like *Mendez v. Westminster* (1947), *Brown v. Board of Education* (1954), and *Lau v. Nichols* (1974) intended to disrupt the harsh realities of racial inequity (Ladson-Billings, 2004). Regressive bills introduced in state legislatures attempting to limit what educators can teach in schools about race and gender fuel divisiveness (Diem et al., 2021).

In a “call to arms,” UCEA 2022 participants can ask these questions: What might we impart that is powerful and potentially impactful with respect to working for/with equity? How might we latch onto the enthusiasm to see/treat equity and justice more expansively, demonstrate ways of working for/with equity, uplift community, empower educational leaders and professors, amplify community advocacy and partnerships, and sustain communities? What might we want to share about equity, leadership, sustainability, and commitments that are reflected in teaching, learning, and leading in today’s world? What is the role of educational leadership in enabling and facilitating sustainability through crisis situations? Operationalizing equity can proactively support quality education; build capacity within communities and home cultures and across states; and pave opportunities for healing, reconciliation, sustainability, and positive futures.

At the convention, we will be learning together about working for/with equity and leadership toward sustainability and healing in community from systemic and structural inequities that have prevented sustainable educational equity or racial and social justice. Equity is “everyone’s work” because “interventions to support minoritized students have not been successful at scale and often operate through a deficit mindset, placing the burden of change on students and communities” (Kezar et al., 2021, p. 1). Living in isolation, students with disabilities, English language learners and emergent bilinguals, immigrants, and other underserved and newcomer groups have been disproportionately impacted by the pandemic’s interruption to their education. Inequities are also affecting students in areas experiencing high poverty and barriers to quality education. Critical equity challenges in schools, exacerbated by COVID-19, are seen in impacts from teacher turnover, online education, loss of learning, mental health, dwindling supports, and scant staff guidance (National Association of Secondary School Principals [NASSP], 2021). Massive preK–12 teacher shortages—worsened by principal and superintendent turnover (DeMatthews et al., 2021; NASSP, 2021)—occur across U.S. states and frequently in high-poverty urban and rural schools serving students of color, including reservations. The educational leadership pipeline is fracturing, depleting diversity. Further, we must consider the disproportionate strain on youth, families, and communities of color that have stewarded vital functions of educational leadership, often countering systemic pitfalls and injustices (Horsford et al., 2021; Ishimaru et al., 2021; Washington, 2021; Wilson et al., 2021). “Mega” equity challenges for public education are to create sustainable cultures with youth, families, and communities that retain strong teachers and leaders; vigorously recruit and retain dedicated leaders and personnel, including those of color; proactively support teachers and staff; and diversify administration and pools of aspiring teachers and principals (NASSP, 2021). Working for/with equity depends on attitudes and conditions that are conducive to rebuilding systems. For example, educational leadership program redesign typically addresses current problems of practice that meet needs by attracting more diverse applicants and graduating culturally competent leaders whose positive effect on school cultures fosters equitable learning. Framing, leveraging, and assessing equity are strategies for operationalizing leadership and new learning. Possibilities follow, based on the convention theme, for generating proposals.

**Framing an Equity Orientation in Leadership and Systems:** Equity-oriented frames target systemic problems and sustainable change. Theories that offer a “critique of the inequities” in systems provide “guidance for transformation,” not a “recipe for intervention” (Shields, 2021, p. 128). Working for/with equity holds leaders and others responsible for addressing national threats to quality education like colonialism; racism; teacher, principal, and superintendent turnover; and online learning for dependent, high-need, and younger learners. Restorative justice, a framework, emphasizes prevention of misconduct and institutionalizing nonpunitive approaches to building and repairing relationships in schools and elsewhere (Mullen, 2021). Problematizing policy relationships in Indian country (Mackey, 2017) is another way of thinking about engagement within environments designed to become just and equitable. Examples of university partnerships with school communities using equity-oriented approaches include leadership programming that incorporates Indigenous knowledge and cultural immersion; initiatives for countering anti-Blackness; and efforts to reduce academic and socioemotional, health, and wellness disparities. Critical theories and methods are increasingly popular in educational leadership and policy (e.g., AsianCrit, DisCrit, LatCrit, restorative justice, storywork, TribalCrit).

**Leveraging Equity-Minded, High-Impact Leadership Practices:** Beholden to a “vision of excellence,” equity-minded, high-impact practices counter exclusion and oppression and demonstrate “excellence” across student groups (Galloway & Ishimaru, 2015, p. 163x604).
Implementing visions of justice requires integrity and collaboration with participating communities. “High-leverage” practices for remedying inequity include “engaging in self-reflection and growth for equity,” “developing organizational leadership for equity,” “constructing and enacting an equity vision,” “supervising for improvement of equitable teaching and learning,” “fostering an equitable school culture,” “collaborating with families and communities,” “influencing the sociopolitical context,” “allocating resources,” “hiring and placing personnel,” and “modeling” (Galloway & Ishimaru, 2015, pp. 382–385).

With systemic problems taking time to resolve, actionable ideas for advancing equity are implemented in the short term (Bensimon & Malcom, 2012). In higher education, these include acknowledging that equity is rooted in racial justice, supporting the work of equity by faculty in recognition that social justice cannot be about “just us,” hiring people of color and equity-minded faculty who mentor effectively, professionalizing doctoral mentoring through compensation and sustainability, and championing culturally responsive mentoring and matches (e.g., race, gender, etc.; Gooden et al., 2020). Addressing justice intentionally and comprehensively bridges immediate and distant goals, as long demonstrated by the UCEA Jackson L. Scholars Network.

Assessing Equity-Minded, High-Impact Educational Practices: The Equity Scorecard, used to assess high-impact practices, aims to reduce “equity gaps” through a participatory process of change (Bensimon & Malcom, 2012). “Peer equity coaching” with teachers has developed their racial and cultural awareness, benefiting students and school cultures (Bussman & Seashore Louis, 2021, p. 164). Green’s (2017) Community-Based Equity Audit has guided urban leaders’ understanding of community assets, “solidarity” with stakeholders, and “context-specific, equitable school–community solutions” to inequities (p. 3).

We recognize that “equity” is present in much of what we do and is sometimes a driver in theory, research, practice, and policy. We also acknowledge systemic and structural inequities that hinder equitable outcomes. We encouraged presentations that explore the themes described; however, UCEA 2022 also welcomed proposals focused on leadership preparation toward improving schools and outcomes for students, program design, and improvement efforts. Also of interest were partnerships and networks that enhance leadership and policy work, collaborative research and cooperative initiatives that enrich the community, and other issues that impact the practice of educators and policymakers and their beneficiaries.

UCEA Convention Session Types

**Paper Sessions.** These sessions are intended for in-depth reporting of current/completed research and results, analyzing educational policy issues, or presenting theoretical/conceptual frameworks that inform educational leadership.

**Ignite Presentations.** These sessions are specifically intended to present innovations, effective strategies or tools, problems of practice, collaborations, etc. Presentations are no more than 5 minutes long. View a 2-minute video on Ignite Presentations: https://bit.ly/2RVkQ63

**Roundtables.** Roundtables allow for extended discussions among a small group of individuals and are excellent venues for giving and receiving targeted feedback, engaging in in-depth discussions, and meeting colleagues with similar research interests. Roundtables are excellent for new and emerging research projects.

**Symposia.** A symposium should examine specific policy, research, or practice issues from several perspectives, contribute significantly to the knowledge base, and allow for dialogue and discussion.

**International Community-Building Sessions.** These sessions, regardless of format (i.e., Paper, Symposium, Critical Conversation, etc.), require participants to be from two or more different countries. These sessions must focus on critical issues of leadership practice, development, or research from multiple international perspectives.

**Critical Conversations.** These sessions are intended to stimulate in-depth discussions around a series of provocative questions, current issues, or research in process and may be structured in a variety of ways.

**Innovative Sessions/Mini-Workshops.** Proposals utilizing innovative presentation/interaction strategies are encouraged, such as web-based projects, films, and the use of technology to increase interaction and participation.

**Post-Convention Work Sessions and Workshops.** These sessions, which provide both 2-hour or 3-hour sessions for scholars of similar interest, are encouraged for (a) groups of scholars who are working on projects directly related to the core mission of UCEA and (b) scholars who wish to present a workshop for faculty members attending the convention.

**Virtual Posters.** See next page.

Click here for a complete description of each session type.
Call for Virtual Posters

Virtual Posters

In our continuing effort to support and increase virtual participation for those unable to attend UCEA 2022 in person, we are introducing a new session type: Virtual Posters. Virtual posters are an interactive forum to display and discuss ongoing research in a visual format. This new format offers an alternative for presenters eager to share their work but cannot attend in person. Virtual Posters are a way to present the findings of an individual project or present preliminary data and receive feedback. This may be a particularly appropriate format for presentations where visual evidence (photos, videos, etc.) represents a central component of the research. Synchronous virtual discussions provide rich opportunity for the exchange of ideas. Individual attendees browse among the posters throughout the event and interact online with those presenting.

Virtual Poster Submission Deadline: July 31, 2022
Virtual Poster Completion Deadline: October 14, 2022
Decisions: August 30, 2022

The virtual poster session will be held during the week of November 14-20, 2022 in Whova, the official online platform of the Annual Convention. If your poster proposal is accepted, you will need to register for the Annual Convention as an in-person or virtual attendee.

How to Submit a Virtual Poster Proposal. Submit the following information by email before expiration of the July 31 deadline. You will receive notification of whether or not your poster has been accepted on or before August 30. Email the following information:

1. Presenter(s’) name(s), affiliation(s), email(s)
2. Title of no more than 15 words
3. Short summary of 3–5 sentences (no more than 100 words) with a focus on the research findings and implications, and what audience you seek to inform.

How Will Your Virtual Poster Proposal be Reviewed? The Convention Planning Committee will review all submissions and make decisions based on relevance to educational leadership, leadership preparation, and the Convention Theme. Presenters will be notified by the end of August.

Virtual Poster Specifications. Complete details regarding the specifications and uploading of your virtual poster will be sent upon acceptance following Convention Planning Committee review.

Resources. If you have any questions, please contact us at uceaconvention@gmail.com or see http://www.ucea.org/conference/virtual-posters/. For further tips, see http://www.craftofscientificposters.com/
https://www.scientifica.uk.com/neurowire/10-tips-for-presenting-your-poster-online-at-a-virtual-conference

Graduate Student Summit

Successfully launched at the 2012 Convention in Denver, the Graduate Student Summit will be returning once again this year November 16-17 for the 2022 Convention in Seattle, WA. Doctoral students from UCEA member institutions are invited to submit proposals for this preconvention event. Further details regarding the Graduate Student Summit call for proposals can be found on the Graduate Student portion of the UCEA website: http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/

References


The Excellence in Educational Leadership Award is for practicing school administrators who have made significant contributions to the improvement of administrator preparation. Each year, the UCEA Executive Committee invites member university faculties to select a distinguished school administrator who has an exemplary record of supporting school administrator preparation efforts. This is an unusual award in that it affords national recognition, but individual universities select the recipients. It provides a unique mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of junior professionals.

Dr. JoAnn Andrees

**Senior Outreach Specialist and Manager, Michigan State University Office of K-12 Outreach**  
**Nominated by Michigan State University**

Dr. JoAnn Hurd Andrees is a senior outreach specialist and manager in the Office of K-12 Outreach at Michigan State University, where she works with the Flint Community School and Detroit Public Schools Community District’s Osborn Evergreen High School. Dr. Andrees has been a role model and mentor for aspiring educational leaders throughout her career. Her areas of expertise include coaching and providing professional learning opportunities for central office staff and leadership teams and supporting boards of education and superintendents as they work to expand educational opportunity for students. For nearly 7 years she has been lead facilitator on the C. S. Mott Foundation funded project with the Flint Community Schools supporting multiple superintendents and central office staff and is currently cofacilitating the development of the district’s strategic plan. In addition, she cofacilitates a module on district-level leadership as a part of the Office of K-12 Outreach’s Enhanced Leadership modules series with the Lansing School District. Dr. Andrees served as superintendent in West Bloomfield, Michigan and West Haven, Connecticut. She was a Fulbright Scholar in Germany and traveled to Japan to study and experience the country’s educational systems. In addition, she has served as adjunct professor at Wayne State University. Among many awards and recognitions, Dr. Andrees was named to the 2012 Michigan Association of Superintendents & Administrators Winner’s Circle for her tutorial program for African American males closing the achievement gap. JoAnn leads with her heart and is ever inspiring in her own drive to continue learning and serving.

Mr. Matthew Bristow-Smith

**Principal, Edgecombe Early College High School**  
**Tarboro, North Carolina**  
**Nominated by North Carolina State University**

Matt Bristow-Smith is the 2019 Wells Fargo NC State Principal of the Year and has served as principal of Edgecombe Early College High School (EECHS) since 2014. During Mr. Bristow-Smith’s tenure as EECHS principal, his school’s enrollment has grown by 50% while maintaining a 100% graduation rate and a North Carolina School Performance Grade of A. Mr. Bristow-Smith takes great pride in knowing every student and staff member at his school personally, and he believes that strong relationships and a highly qualified team are the force multipliers for everything positive that takes place at EECHS. Prior to his principalship at EECHS, Mr. Bristow-Smith served as an English teacher at Tarboro High School for 15 years, where he learned the importance of putting down deep roots in a small community. He is a North Carolina Teaching Fellow, a North East Leadership Academy Fellow, a National Board Certified teacher, and a graduate of Appalachian State and North Carolina State. In 2010, Mr. Smith was recognized as a finalist for the NC State Teacher of the Year. Mr. Bristow-Smith is married to his college sweetheart, April, who is the English Department chair at Nash Community College, and he has two daughters, Sophie, age 9, who wants to be a shark scientist, and Sydney, age 16, who plans to become a teacher.

Mr. Phillip Chavez

**Deputy Superintendent, Edgewood Independent School District, San Antonio, Texas**  
**Nominated by the University of Texas at San Antonio**

Mr. Phillip R. Chavez is a graduate of Memorial High School, Class of 1979. He received his bachelor’s degree from William Marsh Rice University in 1983. In 1987 he earned his Secondary Science Composite teacher certification and taught secondary science for 13 years and chaired the Science Department for 9 of those years. In 1997 he began working as a high school administrator. In 1998 he earned his master’s degree in Education from the University of Texas at San Antonio. In 2001 he was selected as the Executive Director of Curriculum, where he worked for 5 years. In 2006 he earned his Superintendent Certificate at the University of Texas at San Antonio. In 2006-2007 he served as the Interim Superintendent for Southside ISD. In 2007 he became the Assistant Superintendent for Curriculum & Instruction,
where he has served for 7 years. He served as the Associate Superintendent for Instructional Services at Somerset ISD from 2014-2016. In August 2016 he joined the Edgewood community as the Assistant Superintendent for Teaching and Learning. In 2018 he was named the Chief Transformation & Innovation Officer at Edgewood, where he worked to bring the System of Great Schools initiative to the district. In 2019, Mr. Chavez was named Deputy Superintendent, the position he currently serves; since that time, the district has approved five operating partners to operate seven campuses to provide choice for students and parents.

Mr. Chavez served in various offices for the local Alamo Area chapter of the ASCD. He serves on the Educational Advisory Board for Texas A&M University at San Antonio, advising on their educator certification program. Mr. Chavez also serves on the board of the Westside Development Center.

Dr. Mary Elizabeth Davis
Superintendent, Henry County Schools, Georgia
Nominated by University of Georgia

Dr. Mary Elizabeth Davis joined Henry County Schools in November 2017, and since then, the district has seen an 11-point increase in state accountability metrics, with more than half of the 50 schools posting double-digit gains, including a steep increase of reading proficiency across the district in the early elementary grades. She led efforts with the Board of Education through the development of a Unified Governance Model, which created alignment and focus for the organization from the boardroom to the classroom. Prior to Henry County Schools, Dr. Davis served as the Chief Academic Officer in Cobb County Schools, and she was previously Assistant Superintendent for Curriculum & Instruction in Gwinnett County Public Schools. She began her career as a chemistry teacher in Fairfax, Virginia and is a 2015 graduate of the Broad Academy.

Mr. John DeTommaso
Nominated by St. John’s University

Over the last 8 years, John DeTommaso served as the superintendent of the Bellmore-Merrick Central High School District, overseeing six campuses. In total, he has been an educator for 33 years, working as a teacher, athletic director, assistant principal, principal, and superintendent. He retired at the end of the 2020-21 school year. DeTommaso is also a decorated lacrosse player and coach, winning multiple college and world championships as well as Nassau County High School Coach of the Year.

Dr. Julie Fogt
Director, Centennial School of Lehigh University
Bethlehem, Pennsylvania
Nominated by Lehigh University

Dr. Fogt currently serves as the Director of the Centennial School of Lehigh University, where she has worked since 1996. Prior to this role, Dr. Fogt was a school psychologist at Centennial for 20 years. She also served in the roles of Elementary Program Coordinator, Centennial Partial Hospitalization Program Director, and Associate Director. She holds a Bachelor of Arts degree in Psychology from Muhlenberg College, an Educational Specialist degree from James Madison University, and a Doctorate of Education in Educational Leadership from Lehigh University.

Dr. Fogt has served as an adjunct professor at Lehigh University, teaching numerous courses in special education and school psychology since 2009 as well as mentoring aspiring principals and school leaders. She supervises school psychology doctoral interns and practicum students. Her record of publications is notable with articles in journals such as Behavioral Disorders, Education and Treatment of Children, and Journal of School Psychology. Not only is she an esteemed scholar, but Dr. Fogt also leads professional development and training for teachers, staff, and administrators. She has given over 80 presentations at both local and national conferences to share her expertise. Additionally, Dr. Fogt has achieved National Certification for School Psychologists (NCSP).

Dr. John Gordon III
Superintendent, Suffolk Public Schools, Virginia
Nominated by University of Virginia

Dr. Gordon has captured enthusiasm and cultivated great buy-in for his vision of educational excellence in small, large, suburban, and urban school districts (Salisbury, MD; Richmond City, VA; Chesterfield County, VA; Fredericksburg City, VA; and Suffolk City, VA) throughout his impressive school leadership career. With substantive opportunities for national experience and exposure, he has encouraged others to imagine how the condition of the community may be lifted in the school districts he has led. He leads with an eye for innovation, appealing to all to recognize the needs and styles of today’s learners. His educational leadership team shares his vision, enthusiasm, imagination, and devotion to innovation.

Dr. Gordon is igniting collaboration and results in Suffolk Public Schools through public and organizational consensus, identified for this large and active community. His public outreach is contagious as he inspires a belief in student growth with partnerships among community, faith-based, and business organizations. He has a broad set of relationships and contacts locally, regionally, nationally, and internationally, and inspires a belief in student growth with partnerships among community, faith-based, and business organizations. He has a broad set of relationships and contacts locally, regionally, nationally, and internationally.
international, whom he regularly calls upon to bolster the mission of his school district and public policy directions beyond his school district.

Dr. Gordon is recognized by his peers as a leader among leaders. As a two-time graduate of the University of Virginia, his pedagogical training has permitted him to become a leading voice among educational leaders and superintendents nationwide. He has published and consulted in areas underscoring the effectiveness of strategies to reduce inequities, the implementation of systemic approaches to large-scale change, and the power of community engagement.

Dr. Gordon is loyal to his alma mater as an active, leading member of the University of Virginia’s K12 Advisory Council. Dr. Gordon is also a leading member of the School of Education and Human Development adjunct faculty, having facilitated the growth and success of master’s-level cohorts in his district and across Virginia.

Dr. Joseph Jensen
Principal, Timpanogos High School
Alpine School District, Utah
Nominated by Brigham Young University

Dr. Jensen has made many significant and meaningful contributions to the Brigham Young University School Leadership Program as a coteacher, adjunct professor, coauthor, presenter, and liaison with the school district.

Racing mountain bikes in Leadville, Colorado, running down Boylston Street in Boston, or just commuting by bike to school, Joe lives the life of an endurance junkie. That training serves him well as the principal of Timpanogos High School, where he renews in creating conditions and building capacity with an amazing team of educators to intentionally nurture connection/well-being as well as deliberately develop a culture for deep learning (6Cs) in students and staff. In his 27th year in education, Joe has been an English teacher, athletic coach, assistant principal, junior high principal, and high school principal. He teaches as an adjunct in Brigham Young University’s education department, preparing the future generation of school administrators. He consults with other districts and has presented in many professional settings as he tries to improve a deep learning professional learning community culture for all schools.

He would rather play catch with his 9-year-old in the backyard than attend an NFL football game. He would rather plan a good road trip with Julie and his six kids than book a Caribbean cruise. And he would rather garden than go to a garden party. In his endurance pursuits, he lives by the mantra, “There’s no bad weather, there’s just bad gear.”

Dr. Laura McGowan-Robinson
Founder & CEO, Diversity in Leadership Institute
Los Angeles, California
Nominated by Loyola Marymount University

Dr. Laura McGowan-Robinson is the founder and CEO of the Diversity in Leadership Institute. She is focused on expanding educational leadership opportunities for emerging and current Black and Latinx K-12 public school leaders in California through advocacy, coalition, and capacity building.

She began focusing her efforts on mentoring and retaining racially diverse school leaders while serving as Senior Vice President of Regional Advocacy and later as Chief Operating Officer at the California Charter Schools Association. Previously, McGowan-Robinson founded and served as Executive Director of a middle school in South Los Angeles. A lifelong educator, McGowan-Robinson began her teaching career as a Chicago Public Schools teacher before moving west and becoming a high school English teacher and literacy coach with the Los Angeles Unified School District.

Dr. McGowan-Robinson serves as a board member for the Loyola Marymount University, School of Education Alumni Association, STEM Prep Schools, and chair of the National Charter Collaborative. She also serves on the executive committee for the Black Equity Collective, an organization dedicated to strengthening the long-term sustainability of Black-led and Black-empowering organizations in Southern California. She earned her bachelor’s degree in English/Rhetoric from the University of Illinois at Urbana-Champaign, a master’s degree in Instructional Leadership in English from the University of Illinois at Chicago, and her doctorate in Educational Leadership for Social Justice from Loyola Marymount University.

Dr. Jimmy Shaw
Superintendent, Florence City Schools, Alabama
Nominated by University of Alabama

Dr. Jimmy Shaw has 20 years of experience in the field of education. He has served as a classroom teacher, Assistant Principal of a high school, Director of Federal Programs, Director of Instruction and Assessment, and Assistant Superintendent of Curriculum and Instruction. He currently serves Florence City Schools as Superintendent. Jimmy has been in administration for 14 years. Jimmy is a graduate of Florence City Schools (Bradshaw Class of 1992). Jimmy has an associate’s degree from Northwest-Shoals Community College. He holds bachelor’s, master’s, and educational specialist degrees from the University of North Alabama. He holds a Doctor of Education degree from Samford University. He has been married to his wife, Felicia, for 24 years and has three sons. He is a member of the Florence Rotary Club, Class XXIX of Leadership Alabama, and the Kappa Nu Lambda Chapter of Alpha Phi Alpha Fraternity, Inc.
Dr. Marcia Smith

Associate Superintendent for Curriculum and Instruction, Springdale Public School District, Arkansas
Nominated by University of Arkansas

Dr. Marcia Smith has served as the Associate Superintendent for Curriculum and Instruction at Springdale Public School District since 2018 (the largest school district in the state of Arkansas). During her time in Springdale, she has served as a math teacher, department chair, assistant principal, principal, Assistant Superintendent for Secondary Curriculum and Instruction, and Associate Superintendent. Dr. Smith earned a master’s degree in curriculum and instruction, a specialist’s degree in educational leadership, and a doctorate in curriculum and instruction, all from the University of Arkansas, where she teaches doctorate and master’s-level classes in statistics and serves on dissertation committees for the Educational Leadership program. In 2020 Marcia Smith was named Administrator of the Year by the Arkansas Association of Curriculum and Instruction Administrators.

Dr. Douglas Stevens

Teacher, Cincinnati Public Schools, Ohio
Nominated by University of Louisville

Dr. Douglas Stevens (PhD, Educational Studies, University of Cincinnati) has 30 years of experience as an educator in the Cincinnati Public School District. Dr. Stevens currently serves as teacher and instructional leader at Hughes STEM High School. In addition, Dr. Stevens serves as an adjunct instructor at the University of Louisville, teaching doctoral-level research courses and serving as an external representative on dissertation committees. Dr. Stevens has presented at professional conferences, including the American Educational Research Association, the Coalition of Urban and Municipal Universities, and the International Congress of Qualitative Inquiry. Dr. Stevens’ coauthored peer-reviewed research appears in journals including the Journal of Special Education Leadership, The Educational Forum, and The High School Journal. He also has a published chapter in the Handbook of Action Research, 3rd edition (SAGE, 2015).

Dr. Mia Williams

Chief of the Office of African American Male Achievement (AAMA), Seattle Public Schools
Nominated by University of Washington

Dr. Mia Williams serves as the Chief of the Office of African American Male Achievement (AAMA), which works to reconstruct Seattle Public Schools’ educational environment to support the brilliance and excellence of Black boys and teens. In this cabinet-level role, Dr. Williams steers AAMA as it supports the district in intentionally cultivating the cultural and academic strengths of African American male students while simultaneously addressing their needs.

Dr. Williams’ work to advance racial and educational justice has been consistently recognized. In 2019, she received the National Education Association Mary Hatwood Futrell Human and Civil Rights Award for her institutional leadership in eliminating barriers for women, creating formal support networks, and helping young women scholars gain access to equitable education opportunities. She was recognized as the 2018 John Morefield Mentor of the Year by Danforth University of Washington and the 2016 Washington State Middle Level Principal of the Year.

Previously, Dr. Williams worked as an educator in Seattle Public Schools for 27 years, including serving as principal of Aki Kurose Middle School for 11 years. Dr. Williams was previously the assistant principal at Denny International Middle School and Salmon Bay K-8, and taught at Cleveland High School, John Marshall, Rainier Beach High School, and NOMS (New Options Middle School, now Salmon Bay School) before becoming an administrator. Dr. Williams attended Central Washington University, where she received her teaching certificate, and the University of Washington, where she earned an MEd of Educational Leadership and Policy Studies, principal credentials, and an EdD.
Eyes Wide Open Leadership Overview of National Issues Impacting the Principalship

January 26, 2022. Teachers and leaders are on the front lines of providing an equitable education for all students. School leaders are uniquely situated to operationalize policy and provide access to needed resources and create working conditions for educators to provide services so that students can thrive. In this series, we will focus on the roles that leaders play within schools and school systems that support educators, students, and communities. The first session in this series gives a broad overview of the national issues that impact principalship. Panelists:

- Meg Kamman, CEEDAR
- Erica McCray, CEEDAR
- David DeMatthews, UCEA
- Mónica Byrne-Jimenéz, UCEA

https://ceedar.education.ufl.edu/portfolio/eyes-wide-open-leadership-overview-of-national-issues-impacting-the-principalship/

Representation Matters: Recruiting and Sustaining a Diverse and Culturally Responsive Educator Workforce

April 1, 2022. Teachers and leaders are on the front lines of providing an equitable education for all students. School leaders are uniquely situated to operationalize policy and provide access to needed resources and create working conditions for educators to provide services so that students can thrive. In this series, we will focus on the roles that leaders play within schools and school systems that support educators, students, and communities. In the second session in this series, presenters will discuss the importance of a diverse and culturally responsive educator workforce. They will share strategies for recruiting, preparing, and sustaining effective teachers and leaders. Panelists:

- Shelby Cosner, PhD, University of Illinois Chicago
- Kofi Lomotey, PhD, Western Carolina University
- Kimberly White-Smith, PhD, University of Laverne
- Mónica Byrne-Jimenez, PhD, UCEA, MSU College of Education
- Erica McCray, PhD, CEEDAR Center, University of Florida

The David L. Clark Graduate Research Seminar in Educational Administration and Policy was held April 20, 2022, right before the meeting of the American Educational Research Association (AERA) in San Diego, California. Sponsored by UCEA, Divisions A & L of the AERA, and SAGE Publications, the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy brings emerging educational administration and policy scholars and noted researchers together for presentations, generative discussion, and professional growth.

2022 Clark Scholars

Ajua Kouadio, Rutgers University
Amy O’Neill, University of Kentucky
Annie Hemphill, Michigan State University
Antonio Felix, Loyola Marymount University
Bita Razavi-Maleki, University of Texas at Austin
Bodunrin Akinrinmade, Florida State University
Claire Mackevicius, Northwestern University
Daman Chhikara, Michigan State University
Danielle Bryant, Texas State University
Eleanor J. Su-Keene, Florida Atlantic University
Elisha A. Reynolds, University of Texas at San Antonio
Fatemeh Ameli, University of Toronto
Hadiza Mohammed, University of Texas at Austin
Joshua M. Anzaldúa, University of Texas at San Antonio
Kayla Bill, University of Maryland, College Park
Kenneth R. Ward, Jr., Florida Atlantic University
Kimberly Joy Rushing, Auburn University
Maritza Salazar, University of Southern California
Marsha Henry-Lewis, University of South Florida
Megan L. Hauser, Lehigh University
Megan Rauch Griffard, University of North Carolina at Chapel Hill
Michael J. Warren, Duquesne University
Michelle Belen Uribe, Texas State University
Nardos Ghebreab, University of Maryland, College Park
Nicolette Pierce-Davis, East Carolina University
Nikki W. Cohron, Pennsylvania State University
Sarah Asson, Pennsylvania State University
Sarah Clancey, University of Washington, Seattle
Sarah Margaret Odell, University of Wisconsin-Madison
Shaun Shepard, George Washington University
Shenita E. Williams, Virginia Commonwealth University
Stephen Bunn, Florida State University
Taylor Enoch-Stevens, University of Southern California
Tiffany Newsome, University of North Carolina at Greensboro
Wenqi Zhang, University of Washington, Seattle
Yu Wu, University at Buffalo, SUNY
Yusra A. Syed, Rutgers University

2022 Clark Faculty Mentors

Alex Bowers, Teachers College, Columbia University
Betty Malen, University of Maryland, College Park
Catherine A. O’Brien, Gallaudet University
Cristóbal Rodríguez, Arizona State University
David DeMatthews, University of Texas at Austin
Ellen Goldring, Vanderbilt University
Gerardo R. López, Michigan State University
Irene Yoon, University of Utah
Joseph Flessa, University of Toronto
Juan Manuel Niño, University of Texas at San Antonio
Julian Vasquez Heilig, University of Kentucky
Mariela Rodríguez, University of Texas at San Antonio
Matthew Militello, East Carolina University
Mónica Byrne-Jiménez, Michigan State University
Rodolfo Rincones, University of Texas at El Paso
Sarah Woulfin, University of Texas at Austin
Shelby Cosner, University of Illinois, Chicago
Susan Faircloth, Colorado State University
GET TO KNOW THE UCEA GRADUATE STUDENT COUNCIL

2021–2024 Representatives
Cara Jones, Texas Christian University
Andrea “Andii” Layton, Pennsylvania State University
Jeana Partin, University of Tennessee, Knoxville
Dre’Sha Singleton, North Carolina State University
Nathan Tanner, University of Illinois at Urbana-Champaign

2020–2022 Representatives
Joonkil Ahn, University of Illinois at Urbana-Champaign
Frank Gause, University of South Carolina
Lebon Daniel James III, University of Texas at Austin

2020–2022 UCEA Headquarters Representatives
Dasmen Richards and Lawrence Louis, Michigan State University

http://www.ucea.org/grad-student-focus/get-to-know-the-graduate-student-council/
UCEA welcomes the new 2021–2023 Barbara L. Jackson Scholars. Jackson Scholars are urged to register for the Graduate Student Summit.

2021–2023 Jackson Scholars

Carlos Aldrete, University of Washington
Brandi Avila, Loyola Marymount University
Racquel Armstrong, Ohio State University
Talgat Bainazarov, Michigan State University
Rahman Bell, Auburn University
James Bridgeforth, University of Southern California
Brandon Britt, Ohio State University
Anglesia Brown, Wayne State University
Miguel Capers, University of Illinois at Urbana-Champaign
Nateil Carby, Georgia State University
Lloyd Cheatom, Duquesne University
Willie Chen, University of Utah
Soobin Choi, University of Missouri
Sherry Corbitt, Auburn University
Anita Dann, Sam Houston State University
Euphia Jeanne Daramola, University of Southern California
Christopher Darby, University of South Florida
Roseann Gonzales, University of Texas at San Antonio
Dawn Gordon, Duquesne University
Raisa Gray, Pennsylvania State University
Christina Hernández, Texas State University
Montisha Hines-Goosby, Sam Houston State University
Andrew Johnson, Michigan State University
Sahar Khawaja, University of Denver
Stacey Love, University of Kentucky
Fannie Martinez, University of Washington
Tiffany Mayes, Sam Houston State University
Donald Moore, Rutgers University
Michael Ota, Texas State University
Kwame Patterson, Jr., Illinois State University
Stephanie Perez, Rutgers University
Claire Ramirez, Loyola Marymount University
Bobby Marcus Roberson, Duquesne University
R. Lynn Sydnor-Epps, University of Delaware
Bindu Sunil, Georgia State University
Michelle Taylor, Wayne State University
Pranjali Upadhyay, Washington State University
Jasmine Victor, University of Texas at San Antonio
JaDawn Wagstaff, University at Buffalo, SUNY
Carrie Whittlow, Kansas State University
Shawn Wooden, Purdue University

2021–2023 Jackson Mentors

Jackson Scholars Network would also like to officially introduce its newest Mentors. As always, we are grateful to all our wonderful Mentors and their continued support of Jackson Scholars Network.

Judy Alston, Ashland University
Julia Ballenger, Texas A&M University–Commerce
Lisa Bass, North Carolina State University
Alex J. Bowers, Columbia University
Mónica Byrne-Jiménez, Michigan State University
David DeMatthews, University of Texas at Austin
Ibrahim Duyar, Arkansas State University
Susan Faircloth, Colorado State University
Chetanath Gautam, Delaware State University
María Luisa González, University of Texas at El Paso
Mark Gooden, Columbia University
Preston Green, University of Connecticut
Terrance Green, University of Texas at Austin
Kathrine Gutierrez, University of Guam
Sonya Douglass Horsford, Columbia University
Beverly Irby, Texas A&M University
Decoteau Irby, University of Illinois–Chicago
Ann Ishimaru, University of Washington
Muhammad Khalifa, Ohio State University
Grace Jia Liang, Kansas State University
Leslie Locke, University of Iowa
Melissa Martinez, Texas State University
Cynthia Martinez-Garcia, Sam Houston State University
Scott Christopher McLeod, University of Colorado–Denver
Matthew Militello, East Carolina University
Khuala Murtadha, Indiana University-Purdue University Indianapolis
David Hoa Nguyen, Indiana University-Purdue University Indianapolis
Juan M. Niño, The University of Texas at San Antonio
Nathern Okilwa, University of Texas at San Antonio
April Peters-Hawkins, University of Houston
Elizabeth Reilly, Loyola Marymount University
Jayson Richardson, University of Denver
Jessica Rigby, University of Washington
Cristóbal Rodriguez, Arizona State University
Andrea Rorrer, University of Utah
Haim Shaked, Hemdat Hadarom College of Education
Anna Sun, Rowan University
Dana Thompson Dorsey, University of South Florida
Fernando Valle, Texas Tech University
Reginald Wilkerson, Clemson University
Dawn Williams, Howard University
The 2020-22 and 2021-2023 Jackson Scholars and their Mentors participated in paper presentations during the 2021 UCEA Convention. The programming was kicked off at the Jackson Scholars Network Convocation. Immediately following the Convocation, 2nd-year Scholars presented their dissertation research to date in the annual Jackson Scholars Network Research Symposium. The Research Symposium presentations and participants were the following.

**Faith and Identity: Resilience and Hope in the Face of Challenges**
- Rasheed Flowers, University of Kentucky
- Dante Studamire, University of Illinois at Urbana-Champaign
- Michael J. Warren, Duquesne University
  Mentor: David Hoa Nguyen, Indiana University–Purdue University Indianapolis

**Identity and Trauma: Black Students’ Experiences Informing Leadership**
- Alexandra Channell, Texas Christian University
- Teruko Dobashi-Taylor, Georgia State University
- Andii Layton, Pennsylvania State University
  Mentor: Terri Nicol Watson, City College of New York

**Identity and Nuance: The Role of Persistence in Higher Education**
- Shaun Nathaniel Crisler, Illinois State University
- Shari Monique Cunningham, Rutgers University
- Tiffani Robertson, Illinois State University
  Mentor: Dana N. Thompson Dorsey, University of South Florida

**Identities in Urban Contexts and Voice: Cultural Responsiveness and Students’ Lived Experiences**
- Antonio Felix, Loyola Marymount University
- Tekoa Jane Hill, University of Oklahoma
- Jennifer Nicole Jarrett, North Carolina State University
  Mentor: Frank Perrone, Indiana University–Bloomington

**Decolonizing Identities and Unprecedented Times: Reclaiming Place and Space Through Resistance**
- Armen Alvarez, Illinois State University
- Joshua Mark Anzaldua, University of Texas at San Antonio
- Jeremy Dewan Horne, University of Texas at Austin
  Mentor: Susan Faircloth, Colorado State University

**Social Justice Identities: Leadership Perspectives for Preparation, Preschool, and Bilingual Education**
- Sarah Alexandria De La Garza, University of Texas at Austin
- Caroline Diaz, Georgia State University
- Daniel Moraguez, University of Virginia
  Mentor: Fernando Valle, Texas Tech University

**Intersectional Identity: Black Women and Representation in Education**
- Melody Andrews, Howard University
- Dionne L. Davis, University of South Florida
- Tiffany Angela Newsome, University of North Carolina at Greensboro
  Mentor: Detra D. Johnson, University of Houston

**International Identities: Social Justice Leadership Across the Globe**
- Kadia N. Hylton-Fraser, Lehigh University
- Xinyi Mao, University of Missouri
- Trang Pham, Pennsylvania State University
  Mentor: Reginald Wilkerson, Clemson University

**Identity and Perspective: Influences of Latinx Identity Formation on Educational Practices and Experiences**
- Esther Renee Bocanegra, Texas State University
- Lucia Gonzalez-Prior, Duquesne University
- Yolanda Grijalva, Texas State University
  Mentor: Alex Red Corn, Kansas State University

The Jackson Scholars Network is proud of all the members of the 2019-2021 cohort for their research and presentations. The Jackson Scholars Network is grateful for the dedication and guidance of the faculty facilitators and Mentors. The feedback and mentoring provided at this year’s convention will serve our Scholars for years to come.

The Jackson Scholars Network also hosted the annual Julie Laible Memorial Orientation Session for new Scholars and Mentors, facilitated by Lawrence Louis, Michigan State University; Hollie Mackey, North Dakota State University; Angel Miles Nash, Chapman University; and Dasmen Richards, Michigan State University. Their time together included an overview of the expectations and responsibilities associated with belonging to the Jackson Scholars Network.
Miss the 2021 convention? Watch the UCEA YouTube channel: [https://www.youtube.com/c/UceaOrg](https://www.youtube.com/c/UceaOrg)

**UCEA 2021 Convention videos:**

- **2021 Awards Luncheon**
- **General Session I:** Superintendent Spotlight: Lessons From a Leader, by Janice Jackson
- **General Session II:** Centering School Leaders: New Research on Principals, Assistant Principals, and Leadership Preparation: UCEA–Wallace Town Hall
- **General Session III:** Social Justice Keynote, by Rich Milner
- **General Session IV:** Mitstifer Lecture: School Finance, Inequality, and the Role of Race, by Bruce D. Baker
- **General Session V:** UCEA Presidential Address: Leadership Beyond Ableism: Toward Collective Responsibility and Interdependence, by Bill Black

Explore the channel for webinars and sessions from previous Conventions as well.

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**UCEA 2022 Calendar**

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<td><strong>August</strong></td>
<td>1</td>
<td>Deadline, contributions to the Fall issue of the <em>UCEA Review</em></td>
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<td><strong>October</strong></td>
<td>15</td>
<td>Deadline, virtual asynchronous video recordings for Convention</td>
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<td>31</td>
<td>Deadline, completed Convention virtual poster presentations</td>
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<td><strong>November</strong></td>
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<td>Deadline, advance copies of Convention papers in All Academic</td>
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<td>16–17</td>
<td>Graduate Student Summit, Seattle, WA</td>
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<td>Jackson Scholars Research Symposium, Seattle, WA</td>
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<td>17–20</td>
<td>UCEA Convention 2022, Seattle, WA</td>
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<td><strong>December</strong></td>
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<td>Deadline, contributions to the Winter issue of the <em>UCEA Review</em></td>
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Thank You to our 2021 UCEA Convention Sponsors

In the 35 years that UCEA has held its convention, many institutions have served as generous sponsors and exhibitors. In all cases, these cooperative endeavors served to create a more dynamic relationship between UCEA and those institutions and organizations. UCEA acknowledges the substantive contributions that the following sponsors and exhibitors have made to this year’s convention. We greatly appreciate their support and continuing endorsement.

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The UCEA Review is published three times a year (winter, summer, fall) and distributed as a membership benefit by the UCEA. If you have ideas concerning substantive feature articles, interviews, innovative programs, or point/counterpoints, UCEA Review section editors would be happy to hear from you.

UCEA Review deadlines:
April 1, August 1, December 15

General Editor:
Mónica Byrne-Jiménez
UCEA/Indiana University
uceaecexcdir19@gmail.com

Managing Editor:
Jennifer E. Cook
UCEA
jenniferellencook@yahoo.com

Program Centers Corner:
Jayson W. Richardson
University of Denver
jayson.richardson@du.edu

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